

NORTHWESTERN STATE UNIVERSITY



00615173



THE NORMAL QUARTERLY
OF THE
STATE NORMAL SCHOOL
NATCHITOCHES, LOUISIANA

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VOL. VIII.

APRIL, 1919

No. 2

CATALOG 1919

*Announcements for
Thirty-fifth Year*

*Roster of
Students and Graduates*

CALENDAR

1919

| January | | | | | | | April | | | | | | | July | | | | | | | October | | | | | | | |
|----------|----|----|----|----|----|----|-------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|---|
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | 27 | 28 | 29 | 30 | | | | 27 | 28 | 29 | 30 | 31 | | | 26 | 27 | 28 | 29 | 30 | 31 | |
| February | | | | | | | May | | | | | | | August | | | | | | | November | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | |
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| | | | | | | | | | | | | | | 31 | | | | | | | 30 | | | | | | | |
| March | | | | | | | June | | | | | | | September | | | | | | | December | | | | | | | |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 29 | 30 | | | | | | 28 | 29 | 30 | | | | | 28 | 29 | 30 | 31 | | | | |
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1920

| January | | | | | | | April | | | | | | | July | | | | | | | October | | | | | | |
|----------|----|----|----|----|----|----|-------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 25 | 26 | 27 | 28 | 29 | 30 | -- | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
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| February | | | | | | | May | | | | | | | August | | | | | | | November | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 29 | -- | -- | -- | -- | -- | -- | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 29 | 30 | 31 | -- | -- | -- | -- | 28 | 29 | 30 | -- | -- | -- | -- |
| -- | -- | -- | -- | -- | -- | -- | 30 | 31 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| March | | | | | | | June | | | | | | | September | | | | | | | December | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | -- | -- | -- | 27 | 28 | 29 | 30 | -- | -- | -- | 26 | 27 | 28 | 29 | 30 | -- | -- | 26 | 27 | 28 | 29 | 30 | 31 | -- |

SCHOOL CALENDAR FOR 1919-1920

COMMENCEMENT WEEK

| | |
|----------------------------------|------------------------|
| Alumni Reunion | 7 P. M., May 23, 1919 |
| Intersociety Contest | 8 P. M., May 24, 1919 |
| Annual Sermon to Graduates | 10 A. M., May 25, 1919 |
| Graduation Exercises | 10 A. M., May 26, 1919 |

SUMMER QUARTER AND SUMMER SCHOOL

| | |
|--|-------------------------|
| Normal Summer Quarter opens..... | Wednesday, May 28, 1919 |
| Summer School for Teachers begins..... | Monday, June 2, 1919 |
| Six-Weeks Summer School closes..... | Saturday, July 12, 1919 |
| Eight-Weeks Summer School closes..... | Saturday, July 26, 1919 |
| Summer Quarter ends..... | Tuesday, August 5, 1919 |

FALL QUARTER, 1919

| | |
|------------------------------------|-------------------------------|
| Dormitories open..... | Monday, September 8, 1919 |
| Registration and Examination | Tuesday, September 9, 1919 |
| Class Work begins | Wednesday, September 10, 1919 |
| Quarter ends | Saturday, November 29, 1919 |

WINTER QUARTER, 1920

| | |
|--------------------------------------|----------------------------------|
| Registration and Classification..... | Monday, December 1, 1919 |
| Class Work begins | Tuesday, December 2, 1919 |
| Mid-Winter Vacation | December 21 to December 30, 1919 |
| Term reopens | 8:20 A. M., December 31, 1919 |
| Quarter ends | Friday, February 27, 1920 |

SPRING QUARTER, 1920

| | |
|--------------------------------------|------------------------|
| Registration and Classification..... | Monday, March 2, 1920 |
| Class Work begins | Tuesday, March 3, 1920 |
| Quarter ends | Monday, May 25, 1920 |

BOARD OF ADMINISTRATORS

EX-OFFICIO MEMBERS

| | |
|--|--|
| HIS EXCELLENCY RUFFIN G. PLEASANT..... | <i>Governor of Louisiana</i> Baton Rouge |
| HON. T. H. HARRIS..... | <i>State Superintendent of Public Education</i> Baton Rouge |
| V. L. ROY..... | <i>President State Normal School</i> Natchitoches |

REPRESENTATIVE MEMBERS

| | |
|---|--|
| HON. J. C. FOSTER, Shreveport | <i>First District</i> Term expires 1920 |
| HON. EDWARD EVERETT, Farmville..... | <i>Second District</i> Term expires 1922 |
| HON. SWORDS R. LEE, Alexandria..... | <i>Third District</i> Term expires 1922 |
| HON. J. L. WESTBROOK, Denham Springs..... | <i>Fourth District</i> Term expires 1924 |
| HON. JOHN SHAFFER, Ellendale..... | <i>Fifth District</i> Term expires 1924 |
| HON. T. L. WEAVER, Natchitoches..... | <i>Resident Administrator</i> Term expires 1920 |

OFFICERS OF THE BOARD

| | |
|---|-----------------------|
| GOVERNOR RUFFIN G. PLEASANT, Baton Rouge..... | <i>President</i> |
| HON. J. C. FOSTER, Shreveport..... | <i>Vice-President</i> |
| PRESIDENT V. L. ROY, Natchitoches..... | <i>Secretary</i> |

EXECUTIVE COMMITTEE

| | |
|------------------------|-------------------------------|
| HON. J. C. FOSTER..... | <i>Chairman</i> |
| HON. T. L. WEAVER..... | <i>Resident Administrator</i> |
| V. L. ROY..... | <i>President</i> |

OFFICERS

| | |
|----------------------------|----------------------------------|
| V. L. ROY..... | <i>President</i> |
| J. C. SOUTH..... | <i>Registrar and Postmaster</i> |
| DR. H. C. COOLEY..... | <i>Acting Registrar</i> |
| MISS DEAN E. VARNADO..... | <i>Dean of Women</i> |
| MISS MARTHA FELTUS..... | <i>Assistant to Dean</i> |
| MISS SCHARLIE RUSSELL..... | <i>Librarian</i> |
| O. D. LINDSEY..... | <i>Treasurer</i> |
| JOHN L. SULLIVAN..... | <i>Purchasing Agent</i> |
| MISS M. A. ZIMMERMANN..... | <i>Secretary to President</i> |
| MISS M. M. PATTERSON..... | <i>Registered Nurse</i> |
| MRS. N. H. WELLS..... | <i>Stewardess</i> |
| W. H. TRISLER..... | <i>Superintendent of Grounds</i> |
| T. J. WEAVER..... | <i>Guard</i> |
| MRS. J. L. GRAYBILL..... | <i>Housekeeper</i> |
| J. L. ESTILL..... | <i>Laundry Manager</i> |
| T. M. WIDENER..... | <i>Night Watchman</i> |

FACULTY COMMITTEES

(The President is a member ex officio of all committees)

1. *Alumni Program*.....NEWELL
2. *Appointment Bureau*.....ROY, McVOY, ZIMMERMANN
3. *Athletics, Girls'*KOGER, PRATHER, HEDGES
4. *Athletics, Boys'*PRATHER, HOPPER
5. *Candidates for Graduation*SOUTH, HOPPER, HEDGES
6. *Caspari Literary Club*FELTUS, GUARDIA, PERKINS
7. *Catalog*HOPPER
8. *Classification*PRATHER, NEWELL, WILLIAMSON
9. *Commencement*McVOY, WINSTEAD, H. HAUPT
10. *Correspondence Courses*COOLEY, HEDGES, RAYMOND
11. *Credentials*HOPPER, GAULDEN, WHISENHUNT
12. *Current Sauce*COOLEY, PRATHER, ALEXANDER, COLE
13. *Daily Program*HOPPER
14. *Entertainment*WILLIAMSON, FELTUS, GUARDIA
15. *Library Magazines*NEWELL, ALEXANDER, TISON
16. *Literary Societies, Higher*McVOY, COOLEY, GRAY
17. *Lyceum*NELKEN, FOURNET, TISON
18. *Mortar Board Society*HAUPT, WINSTEAD, DICKSON
19. *Parliamentary Law*McVOY, PRATHER, WINSTEAD
20. *Potpourri*HEDGES, McVOY, H. HAUPT, RAYMOND
21. *Publicity*WINSTEAD, GAULDEN, PRATHER
22. *Student Activities*WINSTEAD
23. *Studies*HOPPER, GAULDEN
24. *Trains*HOPPER, PRATHER

FACULTY

VICTOR LEANDER ROY, B. S., PRESIDENT

School Administration

(B. S., Louisiana State University, '90; summer work, University of Chicago, 1894; student, Tulane University, 1894-'96; chemistry and physics, Southwestern Louisiana Industrial Institute, 1901-'04; superintendent Avoyelles Parish, 1904-09; extension work, Louisiana State University, 1909-'11; president, Louisiana State Teachers' Association, 1910; elected president State Normal School, July 1, 1911.)

ALBERT GEORGE ALEXANDER, A. B.

English and Public Speaking

(B. L., International College, Symrna, 1906; A. B., Doane College, 1907; graduate study, University of Nebraska and University of Chicago; ten years' experience teaching high school and college English and public speaking; Louisiana State Normal, 1918.)

HESTER ANN ALLYN, A. B.

Home Economics

(A. B., University of Illinois, 1917; home economics and music, Libertyville Township high school; home economics and chemistry, Libertyville, Ill.; Louisiana State Normal, 1918.)

MISS BERTA COLE

Penmanship

(Graduate, Louisiana State Normal, 1915.)

HERBERT CARROLL COOLEY, PH. D.

Psychology and Philosophy

(B. Pd., 1906, A. L., 1907, Michigan State Normal College; graduate student, 1907-'08, Boston University; A. M., 1911, Harvard University; Ph. D., Clark University, 1911; instructor, Michigan State Normal College; professor philosophy and education, Willamette University; Louisiana State Normal, 1914.)

MISS CARRIE ALICIA DICKSON, B. S.

Domestic Art

(Graduate, Louisiana State Normal, 1902; teacher, public schools, Lafayette, La.; principal, Westlake School, 1908-'09; critic teacher, Louisiana State Normal, 1909-'13; B. S., Teachers' College, Columbia University, 1915.)

JOHN DOMINIQUE

Penmanship

(Graduate, St. Paul High School; graduate, St. Joseph Institute; M. of Accts., Tulane University; graduate, Palmer School of Penmanship; State supervisor of writing for Louisiana; Louisiana State Normal, 1915.)

MISS MARTHA FELTUS, A. M.

History

(Graduate, L. S. N., 1904; grade teacher, Baton Rouge city schools, 1904-'06; principal, ward school, Baton Rouge, 1906-'12; A. B., Louisiana State University, 1913; A. M., 1914; critic teacher, Louisiana State Normal, 1913.)

FRANCIS GARY FOURNET, M. S.

Physics

(B. S., Louisiana State University, 1912; teacher at Louisiana State University, 1912-'13; M. S., Louisiana State University, 1913; Louisiana State Normal, 1913.)

KATHERINE GRAY

Public School Music

(Graduated, National Summer School, Lake Forest College, Ill., 1917; public school music, Cicero, Ill., 1914-'17; student, Chicago Musical College, Mary Woods Chase School of Music and Columbia School of Music; Chicago Grand Opera Co., 1911-'14; Louisiana State Normal, 1918.)

JACOB L. GRAYBILL, M. S.

Agriculture

(Graduate, professional course, First Pennsylvania State Normal School, 1906; B. S., Michigan Agricultural College, 1909; M. S., University Wisconsin, 1914; Extension Work, United States Department of Agriculture, 1913-'17; Louisiana State Normal School, 1917.)

MISS NOELIE HART, A. B.

French

(Graduate, Sacred Heart Academy, N. O.; A. B., Louisiana State University, 1912; student, Tulane University, 1910; teacher, Louisiana public schools, 1890-'11; assistant, French, Louisiana State University, 1911-'12; Laurente L'Athenee Louisianais; Louisiana State Normal since 1912.)

HOPE HAUPT

Art

(Student, Buford College, 1909-'10; summer work, Louisiana State University, 1910-'11; Louisiana public schools, 1911-'16 Pratt Institute, 1916-'18; Louisiana State Normal, 1918.)

PETER THOMPSON HEDGES, A. M.

Mathematics

(B. S., Chillicothe Normal School, Missouri, 1899; B. S., 1907, and A. M., 1908, University of Missouri; principal, Williamston High School, Missouri, 1899-'02, 1904-'06; president, Gorin Academy, Missouri, 1902-1904; teacher of mathematics, University of Missouri, 1906-'08; mathematics, Bethany College, West Virginia, 1908-'09; principal, Shreveport High School, 1909-'10; Louisiana State Normal, 1910.)

ARCH MILBURN HOPPER

Manual Training

(Graduate, Indiana State Normal School, Terre Haute, 1908; Armour Institute of Technology, summer, 1909-10; manual training, Portland High School, Ind., 1909-'10; Louisiana State Normal, 1910.)

MISS RUTH E. KOGER, A. B.

Physical Training, Physiology

(A. B., and graduate in Normal Physical Education, Department, I. I. & C., 1911; director, public playgrounds, Greenville, Miss., summer 1911; student, Physical Education School, Chautauqua, N. Y., summers 1914 and 1916; director, physical training in public schools, Greenwood, Miss., 1913-'17; instructor in physical education, University of Mississippi, summers 1915-'17.)

MRS. LIZZIE CARTER McVOY

English

(Graduate, New Orleans High School; graduate, Peabody Normal School; elected teacher in Louisiana State Normal School, 1888.)

MISS ROBERTA NEWELL, A. M.

Psychology, Education

(Graduate, Louisiana State Normal, 1902; B. S., Columbia, 1908; special diploma teaching of mathematics, Columbia, 1908; A. M., Columbia, 1914; master's diploma in education, Columbia, 1914; teacher, Louisiana State Normal since 1913; Peabody supervisor rural schools, DeSoto parish, 1910-'11; study and travel in Europe, 1910; vice-president, Louisiana State Teachers' Association, 1903-'04.)

MISS EUREKA NITZKOWSKI

Home Economics

(Graduate, State Normal, Mankato, Minn.; Stout Institute, Menomonie, Wis.; summer session, Columbia University, 1918; Louisiana State Normal, 1918.)

H. LEE PRATHER, LL. B.

Physical Training, Political Science

(A. B., 1910, LL. B., 1912, University of Missouri; director, athletics, Columbia, Mo., 1911-'12; S. L. I. I., Lafayette, La., 1912-'13; Louisiana State Normal, 1913.)

MISS IRENE RAYMOND, A. M.

Social Science

(B. L., Liberty Ladies' College, 1899; summer work in William Jewell College, 1902; summer work in Chautauqua, N. Y., 1904; summer work in Missouri State University, 1907-'09; summer work in Kansas State University, 1914-'16-'16; A. M., Kansas University in 1916; History in Missouri Christian College, 1902-'03; History in Liberty High School, 1906-'14; principal in Missouri Christian College, 1914-'15; Liberty High School, 1915-'17; Louisiana State Normal, 1918.)

WILLIAM WHITE TISON, A. B.

Chemistry

(Graduate, Louisiana State Normal, 1904; teacher, Lafayette Public Schools, 1905-'06; assistant principal, Bunkie High School, 1906-'07; student, University of Chicago, summer, 1907; principal, Melville High School, 1907-'11; principal, White Castle High School, 1911-'13; principal, Marksville High School, 1913-'17; A. B., L. S. U., 1914; teacher, Summer School, Louisiana State Normal, 1914, 1916; teacher, Summer School, L. I. I., 1915; student, University of Chicago, summer 1917; Louisiana State Normal, 1917.)

*MISS DEAN EDWARDS VARNADO

History

(Graduate, Louisiana State Normal, 1899; student, University of Chicago, 1909; also summer quarters, 1905-'09, and 1910; teacher, Louisiana public schools, 1899; Louisiana State Normal, 1905.)

*MISS MARGARET WATSON WEEKS

Home Economics

(Graduate, Nova Scotia Provincial Normal School, Truro, 1907; student, Teach- 1907-'09; teacher, domestic science, Houston High School, Texas, 1909-'12; Louisiana State Normal, 1912.)

*At Teachers' College, Columbia University, on leave of absence.

COLUMBUS CALLAWAY WHISENHUNT, A. M.

Director of Training Department

(B. S., Valparaiso University, 1901; also B. Pd., and A. B., 1909; A. B., University of Indiana, 1911; A. M., Columbia University, 1912; work on Ph. D., Columbia University, 1912; teacher in Louisiana and Arkansas Schools, five years; principal, ward school, Shreveport, five years; Louisiana State Normal, 1912.)

GEORGE WILLIAMSON

Biology and Physiology

(Principal, Grand Cane High School, 1884-'97; instructor in Louisiana State Normal School since 1897.)

ROBERT WHITTHORNE WINSTEAD, A. B.

Latin

(A. B., Peabody College, 1902; principal, Franklin Schools, Tenn., 1902-'05; teacher, Dallas Academy, Ala., 1905-'07; Lake Charles High School, 1907-'08; Louisiana State Normal School, 1908.)

MRS. ELIZABETH BRIGGS WINSTEAD

English

(L. I. degree from Peabody College for Teachers, 1902; taught high school English, Franklin, Tenn., 1902-'08; Louisiana State Normal, 1918.)

JOHN EDWARD GUARDIA

Principal Practice School

(Graduate, Louisiana State Normal, 1903; student, University of Chicago, 1909-'10; assistant, Guion Academy, 1904-'05; principal, Loreauville and Litcher Schools; superintendent, St. John Parish, 1906; critic teacher, Louisiana State Normal, 1908-'13; principal, Practice School, 1912.)

MISS AMELIA E. GAULDEN

Critic Teacher, High School Department

(Graduate, Louisiana State Normal, 1899; Illinois State Normal University, 1900; English and mathematics, University of Chicago, summer 1902; summer school student at Louisiana State University, 1908, and Tulane, 1910; teacher, Marksville High School, 1909-'11; Louisiana State Normal, 1911.)

MISS MARY BARROW LINFIELD, A. B.

Critic Teacher, High School Department

(A. B., Millsaps College, 1911; graduate student, University of Chicago, 1913-'14; high school and college teaching, six years; Louisiana State Normal, 1918.)

MISS KATE EVELYN PERKINS, A. B.

Critic Teacher, High School Department

(Graduate, Louisiana State Normal, 1905; A. B., Louisiana State University, 1915; teacher in Louisiana high schools, 1903-'17; vice-president of Louisiana State Teachers' Association, 1916-'17; Louisiana State Normal, 1917.)

MISS MILDRED KELLY

(Graduate Louisiana State Normal, 1914; A. B., Louisiana State University, 1918; grade and high school teacher, four years; Louisiana State Normal, 1919.)

MISS AUGUSTA NELKEN

Seventh Grade Critic Teacher

(Graduate, Louisiana State Normal, 1894; student, Teachers' College, Columbia University; School of Education, University of Chicago; principal, training school, University of Arkansas; teacher, public schools, Lake Charles and New Iberia.)

MISS EDNA LEVY

Sixth Grade Critic Teacher

(Graduate, Louisiana State Normal, 1893; critic teacher since 1905; Teachers' College, Columbia University, 1912-'13.)

*MISS GRACE BORDELON

Fifth Grade Critic Teacher

(Graduate, Louisiana State Normal School, June, 1912.)

MISS REGINA ZIMMERMANN

Fifth Grade Critic Teacher

(Graduate, N. O. Normal School, 1914; 4 years' experience, N. O. public schools; Louisiana State Normal, 1918.)

MRS. ORRA CARROLL WILLIAMSON

Fourth Grade Critic Teacher

(Student of Prichett Institute, 1893-'05; Cook County Normal, 1895-'96; University of Missouri 1896-98; teacher, public schools, Louisiana, Mo., 1898-04; English and history, Webster Groves, St. Louis, 1904-'09; Louisiana State Normal, 1909-'14-'18.)

MISS OLIVE S. GUNBY, A. B., A. M.

Third Grade Critic Teacher

(A. B., Sophie Newcomb College, 1912; teacher in public schools, 1912-'15; A. M., Teachers' College, Columbia University, 1916; critic teacher, Louisiana State Normal, 1916-'17.)

MISS BERTHA VIOLET HAUPT, A. B.

Second Grade Critic Teacher

(Graduate, Louisiana State Normal, 1904; teacher in Louisiana public schools, 1904-'13; A. B., Louisiana State University, 1914; Louisiana State Normal, 1914.)

MISS MARY ELIZABETH TEE GARTEN

First Grade Critic Teacher

(Graduate, graduate work, supervisor's diploma, Ill., State Normal University; primary teacher, 1896-1904; principal, 1904-'09, public schools, Illinois; primary supervisor, Tacoma, Wash., 1909-'11; Bisbee, Ariz., 1912-'15.)

*On leave, 1918-'19, University of Wisconsin.

SCHOOL OF MUSIC

MISS CECILE E. MANDOT

Director Piano

(Private lessons, New Orleans, 1909-'13; studied piano and harmony under Dr. Guiseppe Ferrata, Newcomb Conservatory of Music, New Orleans, and Effa Ellis Perfield, Chicago, 1914; Louisiana State Normal, 1914.)

MISS UNA ALLEN, MUs. B.

Violin

(Teachers' Certificate, Midland College, 1914; Bachelor of Music degree from Kansas University, 1917; private teaching, 1914-'17; teacher of violin and piano, Oswego College for Women, Oswego, Kan., 1917-'18; Louisiana State Normal, 1918.)

LOUISIANA STATE NORMAL SCHOOL

NATCHITOCHES, LOUISIANA

PURPOSE

The act of July 7, 1884, establishing the State Normal School of Louisiana, declares that the school shall be maintained "for the benefit of such white persons of either sex as may desire and intend to teach in the public schools of Louisiana." The State Normal School, then, is not a "general culture" or "finishing" school, but a professional school. By this it is not meant that the usual cultural subjects are omitted from its curricula, but rather that these subjects are studied from the standpoint of the teacher and that the emphasis of its endeavors is placed on education and the usual professional subjects of the American normal school.

Its only purpose is to offer its students the means to obtain that education, discipline, professional training and teaching skill which will best fit them as public school teachers. To this end the school limits its functions. Therefore, no student should seek admission into the school whose direct purpose is not to qualify as a teacher of the public schools of Louisiana; but all who wish to prepare for this vastly important field of service are invited to enter the school and avail themselves of the educational opportunities it offers.

As the public schools of Louisiana develop and standardize their courses and raise the qualifications required of their grade and high school teachers, the aim of the State Normal School is, and will continue to be, to meet every requirement. It is with this purpose in view that the school selects its teachers, arranges its courses of study, enlarges its library, equips its laboratories, and conducts its training school.

The conditions maintained at the Normal School create an environment that tends to develop character and capacity for work. The course of study, the professional training, the companionship of hundreds of young men and women engaged in a common life work, the intimate contact with many strong teachers, and the lectures and addresses given by scholarly men from all parts of the country, help to establish high ideals of service. The stimulating influence of the literary societies, the opportunities to hear the music of the greatest living artists, to see good pictures and statuary, and to use the library, with its thousands of books and ample periodical literature, help to refine the taste, quicken the appreciation, and strengthen the love of learning.

The State Normal School is co-educational, training men and women for intelligent and efficient service in the schools of the State. The presence of young men and women in the student body offers opportunity for the proper development of character, and tends to nurture all social virtues essential in the life of teachers.

HISTORICAL

After the overthrow in 1876 of the carpet-bag government which had oppressed the State for eight years, introduced corruption into every department of public service, burdened our people with unjust and unjustifiable debts aggregating many millions of dollars, and provided conditions that made for inefficiency in public office, the Constitution of 1879 was adopted. One of the first results of the new fundamental law was a general interest in education and a steady improvement in the public school system, which had been established in 1849.

The public mind now began to connect the stableness and efficiency of public institutions with the development of general intelligence among the people, and to realize that education is the basis of true democracy. Prior to 1885 the

conduct of the public schools of Louisiana was entrusted to such teaching force as could be recruited from educated families impoverished by the war and by an oppressive alien government.

In 1884 Hon. Warren Easton, then State Superintendent of Public Education, recommended that the General Assembly establish a normal school for the specific purpose of training teachers for the public schools of the State. The recommendation was approved, and the State Normal School was established by an act approved July 7, 1884. In the fall of that year the State Board of Education located the school at Natchitoches, the oldest town in the State; and the buildings and grounds of the Convent of the Sacred Heart were bought by the parish of Natchitoches and given to the State as a site for the new school.

The first session opened November 2, 1885, with Dr. E. E. Sheib as president, and Messrs. D. Pierson, E. E. Buckner, H. B. Walmsley, L. Caspari, and Thos. P. Chaplain as the first Board of Administrators. Colonel Thomas D. Boyd was president from 1888 to 1896; Mr. B. C. Cladwell from 1896 to 1908, and Dr. J. B. Aswell from 1908 to 1911.

The State Normal School has grown steadily since its establishment thirty-three years ago, as shown by the following data:

1885-1886—Faculty, 3; normal students, 27; practice school, 32; graduates, 3.

1895-1896—Faculty, 14; normal students, 232; practice school, 127; graduates, 19.

1905-1906—Faculty, 24; normal students, 600; practice school, 295; graduates, 88.

1915-1916—Faculty, 39; normal students, 1,500; practice school, 447; graduates, 217.

1917-1918—Faculty, 41; normal students, 1,448; practice school, 489; graduates, 260.

In September, 1911, an inventory of the property of the State Normal School showed a valuation of \$272,928.10. The

value of the normal plant in May, 1918, comprising all improvements, land and buildings, was \$520,320. This includes the practice school building, on which the first ward of Natchitoches Parish expended \$50,000.

In 1914 the standard of admission was the completion of the second high school year. During 1917-1918 the entrance requirements were raised a full year. After 1918-1919 admission to the Normal School proper will be based on graduation, with sixteen units, from an approved Louisiana high school, or the equivalent shown by properly certified records.

Next session the State Normal School will begin the award of degrees under the terms of act 173 of 1918.

THE SITE

Of all places in Louisiana none surpasses in historical importance and interest the town and parish of Natchitoches, once the haunt of the Natchitoches and Doustionny Indians. Indeed, it may be said that very few localities in the Southwest are more replete with historical associations or played a more important role in the pioneer days of French, Spanish and English domination. One of the best-known and most important points on the old San Antonio trail, Natchitoches was the scene of strife and contest, out of which the European settler emerged triumphant. Here, within sight of the State Normal School, are the ruins of the old French Fort; to the southeast is the spot where St. Denis, in defense of the French, defeated the Natchez Indians, and practically exterminated the tribe; here lie the mortal remains of men and women of noble lineages, and here, in the veins of living men, flows blood of some of the bravest heroes that ever set foot on American soil.

The Normal School, situated at the south end of the town, and within its corporate limits, occupies an elevated position at the southeastern extremity of the Natchitoches pine hills. Its elevation affords a view of the beautiful, historic country

to the east and south, including the alluvial plains bordering Cane river on either side. Its permanent dining hall and dormitories, the living quarters of the school, have been erected amidst the woods of a virgin pine forest, providing the most salubrious conditions. Perfect drainage, freedom from dust, an abundance of the best deep well water, an ample campus, clean grounds and other sanitary provisions insure good health.

Natchitoches is a town of 4,000 inhabitants, situated a little northwest of the center of the State, on the Texas and Pacific and the Louisiana and Northwest Railways, 150 miles northwest of Baton Rouge, and 70 miles southeast of Shreveport. The town is more than 200 years old and is full of historic interest.

THE FACULTY

In conformity with the most approved policies of the day among the normal schools and colleges of the United States, the Louisiana State Normal School is steadily endeavoring to employ in its faculty only men and women thoroughly prepared by reason of character, personality, training, scholarship and experience for the vastly important work involved in teacher training. So far as possible, normal school training as well as collegiate and university degrees is required of all teachers admitted into the faculty.

The function of the American normal school and normal college is conceived to be distinctive, and to have ideals different from those of the college and university, and even from those of the teachers' colleges of the country. Mere scholarship is not its sole purpose, although its importance in any scheme of teacher training is fully recognized and appreciated. What is required, over and beyond scholarship, is a training in those professional branches, theoretical and practical, which make for orderly and scientific procedure in the teaching process. Merely to impart knowledge to the child does not constitute true education. The higher and better way truly to educate the child is systematically to lead him

to clear, accurate and correct thinking and reasoning, to unify and co-ordinate his body of knowledge, to unfold his powers of self-reliance and initiative, to develop in him the best character of which he is susceptible, and to implant in his mind those ideals of morality, integrity, industry, patriotism and service which our twentieth century civilization demands and makes imperative.

The attainment of these ends requires that the teacher, not merely know what is to be taught, but also be trained in and practice the most approved educational methods. To this ideal the Louisiana State Normal School steadily holds, and by it the school is guided in its own growth and in making up the personnel of its faculty.

This demands that its faculty members have both the scholarship ordinarily represented by college and university degrees and the training, viewpoints and ideals of normal school education. Only through the agency of instructors so trained can the philosophy of normal education, its ideals and high purposes, be maintained in the life and atmosphere of the school.

DEMAND FOR NORMAL GRADUATES

There are now more than six thousand white teachers employed in the schools of Louisiana. Prior to the World War the annual demand for new teachers to fill positions made vacant by resignations or to take newly-created places was approximately five hundred. During 1918 it was estimated that not fewer than one thousand new teachers were required to ensure a full complement of teachers for the schools of the State. For the year 1919 the demand will be still greater.

The adoption in November, 1918, of several amendments to the Constitution of Louisiana will result in substantially increasing the revenues of the parish school boards, thus ensuring a considerable increase in the rate of pay for teachers' services. These amendments set aside for the public school a State-wide tax of 4 1-2 mills on a 100 per cent assessment of property. From this source alone the public schools will

derive an annual revenue of more than \$6,000,000. As a result the salaries of normal graduates beginning with the session 1919-1920 will range uniformly from \$80 to \$100 per month.

Several parish school boards now employ only trained teachers, and many of the graded and high schools engage only Normal graduates for grade work. As the public comes to understand more fully the value of trained teachers, the demand for normal graduates increases. For several years not only have all graduates of the Normal School been employed, but many calls have been received in excess of the two hundred and fifty teachers annually graduating from the institution. For the session 1917-1918 the demand for additional teachers became so insistent that the Normal School felt compelled to release fifty-six young men and women who had not quite completed their course for employment in the public schools of Louisiana, and for the fall term 1918 forty-eight additional undergraduates were similarly released.

The demand for the graduates of the Louisiana State Normal School is not confined to this State. This is evidenced by the fact that many of its graduates are teaching in California, Colorado, Texas, Oklahoma and other States. Every man and woman prepared to give a superior service in the school room may be sure of prompt employment in a responsible position at a good salary.

Graduates of the Normal School are filling efficiently important positions in the State Department of Education, in the higher institutions of learning in Louisiana, in parish superintendencies, in high school principalships, and in agricultural demonstration work.

PROPERTY AND EQUIPMENT

BUILDINGS AND LAND

CALDWELL HALL—This building was erected in 1906, at a cost of \$119,000. It contains thirty-four classrooms, the offices of administration, 3,000 square feet of floor space for the library, five rooms for the

School of Music, cloak and storerooms, and a handsome auditorium, having a seating capacity of 750. In the basement are extensive toilets, the machinery for a hot-air heating system and for a cool-air ventilating system, and class and storerooms for the manual training department.

PRACTICE SCHOOL BUILDING—This is a three-story brick building measuring 95 by 156 feet. It was completed April 1, 1913, and has been used since then by the practice school. The cost of the building is \$65,000, of which amount \$50,000 was paid for by a bond issue voted in the First Ward of Natchitoches Parish on February 8, 1912.

BOYD HALL—This is a large frame building erected in 1895, under the administration of Col. Thos. D. Boyd. During the summer of 1912 the building was moved to a position near the power house and parallel to the main building, the change having been made to afford a proper location for the new practice school building.

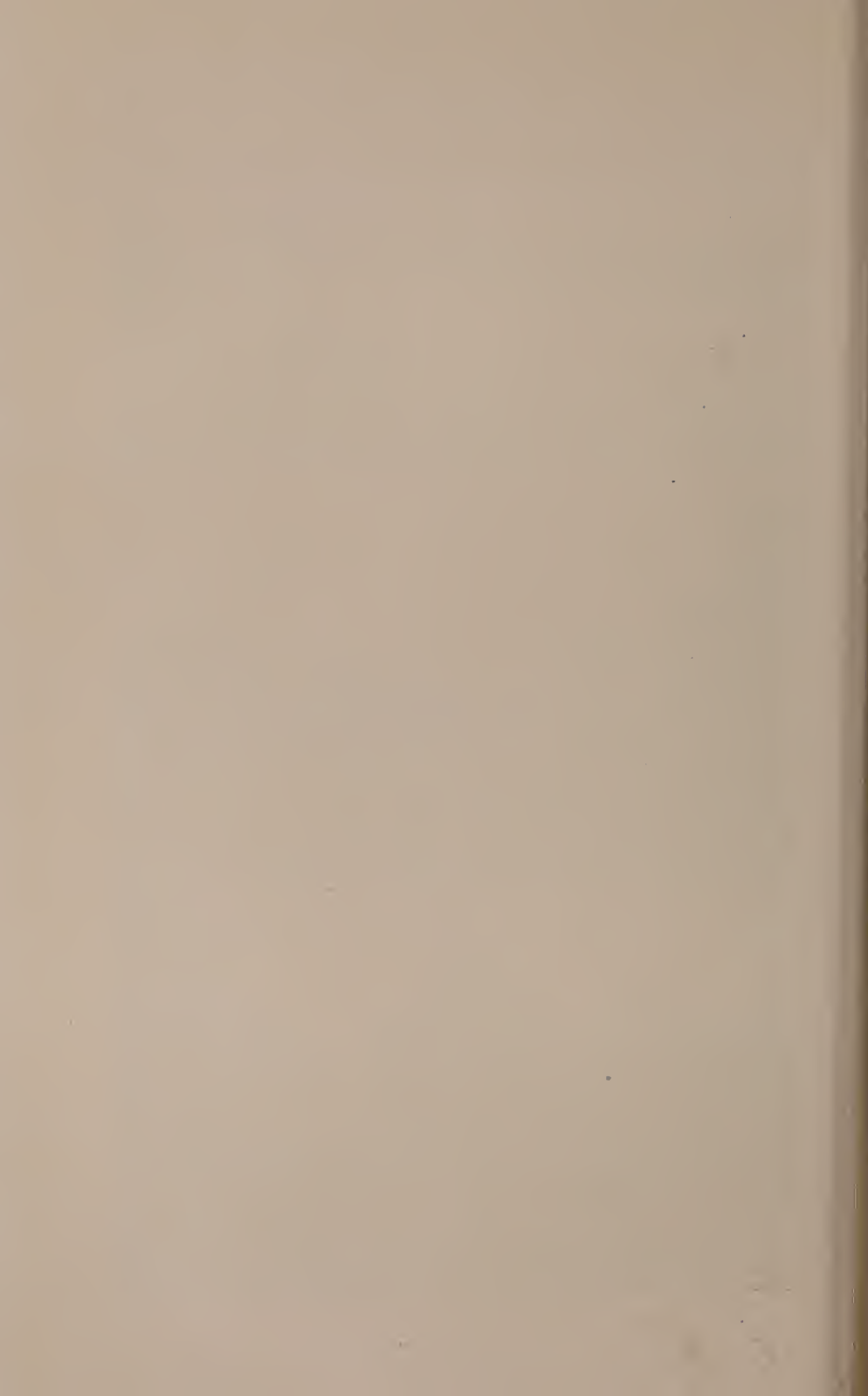
Boyd Hall is now used exclusively for academic purposes. On the first floor are found the home economics department, the chemistry classroom and laboratory, classrooms for the department of rural training, and several offices. The second floor contains a large auditorium, now used as a gymnasium, and the biological classroom and laboratory. On the third floor are found the physics classroom and laboratory.

DINING HALL—This is a two-story concrete structure at the western extremity of the dormitory court. It was erected during 1911. The main dining room has accommodations for 1,000 students. The kitchen, thoroughly equipped, is fireproof. The fireproof pantries, a work room for the preparation of food, two offices for the matron, a chafing-dish room, a linen room, and a reception room complete the first floor. The second story contains sixteen bedrooms with accommodations for thirty young lady students. For these, bathrooms and sanitary conveniences are provided. The dean's quarters are on the second floor. Two concrete walks lead from the academic court to the dining hall.

CONCRETE DORMITORIES—Two reinforced concrete dormitories form the south boundary of the new dormitory court. They are designated as A and B buildings. "B" was erected in 1910 at a cost of \$30,000. It contains 48 bedrooms, each accommodating two students. Each room has a stationary washstand and individual closets. "A" building was erected in 1913 at a cost of \$38,000. It contains 58 dormitory rooms. In structure and design the two buildings are similar. Each dormitory is equipped with shower baths, ample sanitary toilets, rooms equipped with electric irons, and trunk rooms. Both buildings are lighted by electricity and heated by steam. Concrete pavements lead from the



CHAPLIN'S LAKE
AMONG THE PINES
CALDWELL HALL



dormitories westward to the dining hall, and eastward to the academic court.

OTHER DORMITORIES—The school also uses as dormitories the following: East Hall and West Hall, commodious old frame buildings, erected twenty-five years ago; the old model school building, in which the infirmary is located; the men's dormitory, formerly the old dining hall, which was moved to a remote part of the grounds; and three summer "shacks" used as dormitories during the summer term. The total dormitory capacity of these frame buildings is 475.

CONCRETE LAUNDRY—This is a one-story, fireproof, concrete building. Its capacity is, at present, 800 students. All irons are heated by electricity. Steam drying is employed.

DAIRY BARN—This handsome modern concrete building was erected at the expense and for the use of the Normal Club. It is fireproof in every respect, has fifty stalls, and is so constructed as to make possible the application of the most approved sanitary measures. The barn floor is of concrete, with stalls, gutters, troughs, etc., so arranged as to permit the use of water hose for cleaning purposes. The stalls are the James Improved Sanitary, and the barn is equipped with an overhead litter carrier. The silo is of 150 tons capacity. The milk room is on the first floor.

THE CONCRETE POWER HOUSE—This building was erected in 1913 at a cost of \$4,000. It has a floor area 40 x 50 feet, with a flat roof 21 feet above the floor. It is of reinforced concrete and has extensive glass windows at each end. The power house supplies electricity for lighting all academic buildings, dormitories and dwellings, for operating electric fans during the summer quarter, and for heating the electric irons in the laundry; and steam for operating the hot-air system in the main building and heating the other school buildings and dormitories.

OTHER BUILDINGS—The President's Cottage is a two-story frame dwelling, standing west of the Second-street entrance. South of the ladies' dormitories are four cottages, occupied by employees of the school. The stock barn is a frame structure, 50 x 90 feet, with stall space for fifty head of cattle and twelve horses and mules; it contains besides a carriage room, grain bins, and a hay loft of ample capacity. To the rear of the stock barn stands the wagon and implement shed, erected in 1913; it is 20 x 100 feet. A lumber shed, a hay barn for dairy cows, a calf barn, a poultry house, a brooder house, two coal bins, a canning house, a slaughter pen, a feed shed, a shed for wagonettes and

teams, a large storeroom, and a workman's cabin, complete the present equipment of buildings.

WATER WORKS—In 1914 a water-works system was installed at a cost of \$8,000. At first it consisted of a deep well equipped with pump, pumphead and ten-horsepower motor, and 6,500 feet of 6-inch water main connecting the well and the 30,000-gallon water tank on the main campus. In the early part of 1916 a second well with pumping equipment was added, the old swimming pool was converted into a water reservoir with a capacity of 80,000 gallons, and a fire pump was installed having a capacity of 5,000 gallons per minute. In the fall of 1916, one of the wells having given out, a third well was bored by the working force of the school; and in the summer of 1917 a fourth well was constructed. The last two wells built are now in good order, yielding about 5,500 gallons per hour.

SWIMMING POOL—For the use of the young women of the school the new concrete swimming pool was built in 1916. Its dimensions are 30 by 100 feet, and the depth varies from 4 to 8 feet. While in use during the summer months a constant flow of water pours into the pool from a salt-water well. The pool is suitably enclosed and is equipped with fifteen fresh-water showers.

THE PERGOLA—This is a covered walk 400 feet long, extending from the vicinity of the academic court to the dining hall. The columns are of concrete. They carry the steam line to the three dormitories.

LIGHT AND HEAT—All dormitories, including the dining hall and two of the academic buildings, are heated by steam, the Warren-Webster system being used. The main academic building is heated by a plenum and exhaust system.

LAND—Besides the original tract purchased by the town and parish of Natchitoches for the use of the Normal School, additional land has recently been purchased, including 62.83 acres bought in 1914 to control the water shed in the vicinity of the new well. The school now owns 410 acres of land. The campus occupies about twenty-five acres; the athletic grounds, eight acres; the garden, ten acres; the fields, seventy acres; the pecan grove, twenty-five acres, and the remainder is in open and wood pasture.

THE PRACTICE SCHOOL

This school is domiciled in a large and commodious building erected in 1912-'13. It contains eleven large class rooms,

twenty-eight small rooms for practice teaching, manual training and home economics departments, a gymnasium room with shower baths attached, an auditorium and a library.

The school receives the public school children of the town and adjacent territory, and has an enrollment of more than four hundred pupils. It is maintained jointly by the Natchitoches Parish School Board and the State Normal School.

The Practice School has all the grades of the elementary and grammar schools of Louisiana; and, beginning with the session of 1919, will have a full four-year high school department.

THE LIBRARY

The library occupies two commodious rooms in the third story of Caldwell Hall, covering a floor space of more than 6,000 square feet. It is open all day and in the evening of every day except Sunday.

Every effort is made to make it a valuable workshop for the student. During two periods of each day the librarian gives instruction on the proper use of the library, and best sources of information to groups of students of the first and second terms.

The student is allowed to draw as many as two books from the library for a period of time varying from over night to two weeks, and governed by the demand for each book. In order to do this, however, the student must report with the book or books at the librarian's desk, and register as instructed. Taking books out of the library without registering as directed is considered and dealt with by the school authorities as an act of dishonesty. Students are also expected to maintain absolute quiet in the library, and apply themselves strictly to the work in hand.

The collection of books consists of 11,128 volumes, including 5,242 reference and general literature books, 343 bound volumes of magazines, and 5,543 government documents. All books and pamphlets of permanent value are classified in ac-

cordance with the Dewey System, and are rendered accessible by a dictionary catalog, containing author, subject, title, and analytical cards.

The magazine and newspaper racks contain nearly eighty periodicals. The subject matter in these, as well as that in the bound volumes of the magazines, is made available for use by the Readers' Guide to Periodical Literature.

The library subscribes to the following listed magazines and newspapers :

Miscellaneous—Advocate of Peace, American Magazine, Atlantic Monthly, Bookman, Century, Contemporary Review, Current History, Current Opinion Delineator, Fortnightly Review, Forum, Harper's Monthly, International Conciliation, Je sais tout, Ladies' Home Journal, North American Review, Pan American Union, Readers' Guide to Periodical Literature, Review of Reviews, St. Nicholas, Scribner's Magazine, World's Work, Yale Review.

Educational—American School Board Journal, Columbia University Quarterly, Education, Educational Review, Journal of Education, Journal of Educational Psychology, Journal of National Education Association, Southern School Work, Normal Instructor and Primary Plans, History Teacher's Magazine, Primary Education, Popular Educator, School and Society, Teachers' College Record.

Technical Magazines — American Mathematical Monthly, American Political Science, Review, Association Monthly Biblical World, Country Gentleman, Country Life in America, Etude, Garden Magazine, Good Housekeeping, Gulf State Farmer, Hoard's Dairyman, Journal of Home Economics, Manual Training and Vocational Education, Mississippi Valley Historical Review, Modern Language Journal, Musician, National Geographical Magazine, National Laundry Journal, Rural New Yorker, School Arts Magazine, School Music, School Science and Mathematics, Scientific American, Southern Cultivator.

Weekly Magazines—Collier's Weekly, Independent, Journal de d'Université des Annales, Literary Digest, Mid-Week Pictorial, Nation, New Republic, Outlook, Saturday Evening Post, Youth's Companion.

Daily Papers—New Orleans Item, New Orleans States, Shreveport Times, Daily Picayune.

Parish Papers—Caucasian, Colfax Chronicle, Natchitoches Enterprise, Natchitoches Times.

LABORATORIES

AGRICULTURAL LABORATORY—The agricultural laboratory is supplied with five separate desk sinks, and with table space and individual lockers to accommodate twenty students at one time. Flowing hot and cold water is always at hand. The equipment includes apparatus and materials for work in the following subjects:

1. **Soils**—This comprises a collection of forty samples of soil-forming rocks, stock samples of different types of soils, hand magnifiers and compound microscopes for soil examination, pans, scales and delicate balances, soil chimneys and tubes, soil thermometers, fertilizers and chemicals and other common equipment.

2. **Crops**—There are samples of crop plants, crop seeds and crop products. There are magnifiers, balances and other necessary apparatus for seed analysis and germination. The school farm affords opportunity for first-hand study of the different operations in field-crop production and for a study of tillage and harvesting machinery.

3. **Horticulture and Gardening**—A collection of garden seeds and a set of charts are used for illustration. A glass house, hotbeds, cold frames and individual gardens and a full equipment of garden tools are used for practical work by students. A vegetable drier and a well-equipped canning house are available for work in the preservation of fruits and vegetables. There are modern pruning and grafting tools and spraying machinery. A ten-acre commercial garden which belongs to the school is constantly accessible for observation and study.

4. **Animal Husbandry and Dairying**—For the dairy work the equipment consists of Babcock testers with necessary glassware, thermometer, lactometers, burettes, beakers and necessary chemicals for the acid test, sediment testers, cream balances and moisture test scales. There are

also separators, churns, butterworker, butter molds, and a cheese-making outfit. The large sanitary dairy on the school farm is made use of in this work.

For the work in animal husbandry there are illustrative and physiological charts, and a lantern is available for the showing of slides. The beef cattle and pure-bred dairy cattle, swine and poultry furnish material for illustration. The weekly killing of animals in the slaughter house on the school farm gives convenient opportunity for the study of carcasses.

BACTERIOLOGICAL LABORATORY—For the laboratory work in bacteriology there is a well-lighted room equipped with sinks, desk room and individual lockers to accommodate fifteen students at one time. In addition to an ample equipment of stoves, boilers, glassware and chemicals there are an incubator and dry-air sterilizer, autoclave, and compound microscopes.

THE BIOLOGICAL LABORATORY and recitation room occupy two large, well-lighted rooms on the second floor of Boyd Hall. They have an abundant supply of hot and cold water and are lighted by electricity.

The laboratory is equipped with the following apparatus: One Bausch and Lomb Universal Balopticon complete, with attachments for lantern slides, opaque projection, microscopic and chemical experiments. The list of slides for biologic work embraces 100 colored slides of Louisiana birds and their homes; 50 slides showing relation of birds to insects, 40 slides of economic insects, about 60 slides of invertebrate and vertebrate types of zoology, 40 slides of forestry, 30 of algae, 30 of fungi, 40 of flowering plants and pollination, and 30 of Louisiana crops.

For physiology the laboratory contains a good lot of lantern slides, casts of nearly all important parts of the body, an articulated skeleton and other suitable apparatus.

The laboratory is also supplied with 36 compound microscopes, 60 magnifiers, dissecting instruments, glassware for experiments, preserving jars, scales, barometers, thermometers and chemicals.

There are 10 large wall cases with glass fronts filled with specimens of animals and plants preserved in formalin. A good herbarium with specimens of most useful and interesting flowers and plants of this vicinity is also available.

A good working collection of fossil plants and animals and also of minerals is found in the laboratory.

THE PHYSICAL LABORATORY occupies two rooms on the third floor of Boyd Hall, and is used for experimental work only. The rooms are equipped with ten tables of approved type. The following is a list of some of the apparatus: Hooke's law apparatus, an Atwood machine, a crane boom, an air thermometer, two sensitive chemical balances, several

accurate resistance boxes, two wheatstone wire bridge, a postoffice box, two sensitive d'Arsonval galvanometers, Edison cells, ammeters, voltmeters, etc. Direct current from the Normal power house is available in the laboratory for the charging of storage batteries and other uses. The lecture room is equipped with a demonstration table at which gas and water are available. A projecting lantern is used in demonstrating experiments. A large variety of slides is at hand for use in this work.

THE CHEMICAL LABORATORY is on the first floor of Boyd Hall, and is equipped with table space enough to accommodate forty students at one time. Gas and water are at hand at each of the forty places. The laboratory is equipped with chemicals and apparatus for courses in qualitative and quantitative analysis and in the preparation of inorganic substances and organic compounds. In addition to the above apparatus there are crucible and muffle furnaces, where very high temperature may be had, blast lamps, scales for ordinary work and electrolysis apparatus. The lecture room contains a table for demonstration work, which is equipped with water and gas. There are pieces of apparatus in sufficient quantity to demonstrate most of the laws of chemistry before the classes. A lantern suitable for throwing actual experiments upon the screen is in the lecture room and slides showing industrial processes are at hand for class work. The laboratory is equipped with a hood which may be used by two groups of students.

OTHER DEPARTMENTS

The Home Economics Department occupies four rooms in Boyd Hall, and one large and two small rooms in the practice school building. All instruction given in this subject to normal classes is offered in Boyd Hall, excepting the practice teaching. The latter, along with the grade and high school work, is done in the practice school building.

The domestic science laboratory for normal classes is a large, well-ventilated and well-lighted room, with high ceiling. The laboratory table, rectangular in form, has a total length of seventy-two feet, and space for twenty-four students. Each student has a linear space of three feet, and faces the teacher, whose table is at the centre. The laboratory tables, built specially for work in cookery, are of polished pine, have tile tops with steel rims, and are equipped with lockers, drawers, kneading boards, gas burners, and full complements of uten-

sils. A large gas range, glass closets for ware and canned products, blackboards and charts complete the equipment.

The domestic art laboratory for the sewing and textile classes occupies a large room on the first floor of Boyd Hall. It is well lighted and has a floor space of 672 square feet. The room is equipped with ten sewing machines, one of which is a portable electric; sewing and drafting tables, ironing boards and electric irons, dress forms, book cases and magazine rack.

Adjoining this room is a fitting room equipped with large mirror, clothes closet and supply cabinet.

The Practice Cottage occupies the north wing of one of the girls' summer dormitories, and has an up-to-date kitchen, a living room and dining room, two bed-rooms and a bath. Part of the work of remodeling the rooms for use as a practice cottage was done during the past session by members of the household management class. All girls taking home economics are required to do practical housekeeping during a period of one month in connection with the course in home management.

The Manual Training Department occupies three rooms in the basement of Caldwell Hall and three rooms in the basement of the practices school building. One room in Caldwell Hall is used for manual training 5, 6 and 8. This room is equipped with tables, chairs, shelves, lockers, lavatories, etc. One room is equipped for woodwork. It contains twenty-one work benches with individual tools and an ample supply of general tools, finishing supplies, lockers, supply cabinets, etc. The third room is used as a store room for lumber. The training school contains a work shop equipped with eighteen work benches, individual and general tools and finishing materials, store room with lockers, and a lumber room.

The School of Music is domiciled on the third floor of Caldwell Hall and occupies four large rooms and a smaller room for voice work. Instruction is given in piano forte, voice, violin and other instruments.

The school owns a Steinway grand, six Steinway uprights, twelve pianos of other makes, and a complement of band instruments valued at \$1,200.

Lyceum—Lyceum entertainments are offered once or twice during each quarter. The fee of fifty cents is required of all students and entitles them to attend all lyceum attractions. The management endeavors to furnish the best in music, literature and science.

On the list of recent programs are the following names, to-wit: John Kendrick Bangs, Irving Bacheller, Cecil Fanning, Jean Cooper, Flonzalley Quartet, Ben Greet Players, Devereux Players, Isaac Marcossin, Jacob Riis, Private Peat, Ernest Thompson-Seton, Rabbi Stephen Wise, Maude Powell, St. Louis Symphony Orchestra.

Gymnasium—A well-lighted and ventilated room, occupying the main portion of the second story of Boyd Hall and formerly used as an auditorium, is now used as a gymnasium. Its floor area is 60 x 100 feet. In this room meet classes in the various forms of gymnastic work offered by the school. Rings, ropes, ladders, stall bars, wands, dumb-bells, and Indian clubs are provided.

An indoor basket-ball court makes match games possible. Interclass and intersociety as well as interscholastic games take place during the fall and winter quarters.

The most of the athletic work required of students is done outdoors. This consists chiefly of basket-ball, tennis, volley ball, football, baseball and track work, for each of which the necessary courts are provided.

The Infirmary—Prior to the current session the Normal infirmary occupied a large room on the second floor of the model school building, which is now used for dormitory purposes. During the fall vacation of 1918 the quarters of the infirmary were transferred to the first floor, and now occupy two wards 28 x 34 feet in area. These are equipped with twenty hospital beds, tables, electric fans, awnings over the

windows, etc. A conveniently located bath, toilet and stationary washstand with hot and cold water afford requisite sanitary accommodations. The nurse's bed room, a large store room, a screened porch, and a reception hallway are parts of the infirmary facilities. The entrance to the infirmary is separate from the other entrances to the building.

The infirmary is at all times in charge of a graduate nurse, who receives, registers and cares for the sick and indisposed. All students not well enough to attend classes are required to report at the infirmary.

The Registrar's Office occupies a room at the south entrance to Caldwell Hall. Here all the school records of the Normal are kept. Persons desiring information concerning their classification or standing should apply to the Registrar.

The Post Office, occupying a portion of the Registrar's office, is a substation of the Natchitoches postoffice, known as *Normal Station*. All Normal mail should be marked "*Normal Station*." The Normal postmaster is prepared to render every service and facility obtainable at the main postoffice.

The Book Store—The Normal book store occupies a room on the first floor of Caldwell Hall. It carries a full stock of all textbooks used in the normal department, and such other school supplies as stationery, pens, pencils, ink, drawing paper and materials, booksacks, post cards, fountain pens, tablets, etc. Textbooks are rented or sold; all other goods are sold. The prices at the bookstore are moderate.



MAY DAY PLAYERS

STUDENT ORGANIZATION, ACTIVITIES AND PUBLICATIONS

LITERARY SOCIETIES

The work of the literary societies is a distinct part of the curriculum, and it plays an important part in the lives of the students. Through the training offered here students become familiar with many phases of work. They have opportunity to prepare programs, to become familiar with the art of speaking before an audience, to learn the general rules of parliamentary practice, and to acquire the art of dealing with their fellows.

The sessions of the literary societies are held every Saturday evening during the fall, winter and spring quarters, and are made occasions of entertainment and enjoyment with opportunities for social intercourse among the members.

There are five literary societies, two junior and three senior. Each student in the first year of the course must belong to one of these junior societies—the Mortar Board Society or the Caspari Literary Club—and each student in a subsequent year must belong to one of the senior societies—the Seekers After Knowledge, the Electic Literary Society or the Modern Culture Club.

Credits—A term of satisfactory work in any of the five societies constitutes a society credit. This credit is given for satisfactory service of two kinds on the program, heavy and light, and for regular attendance. Four such credits are required for graduation, at least two of which must be earned in a senior society. Any student having six society credits may, if it be found necessary for graduation, substitute two

such credits for a condition in English. The junior societies are under the supervision of faculty committees. Though a member of the faculty has supervision of programs and directs the contests, the senior societies are self governing. Regular meetings are held every week, to which members only are admitted. Members of the faculty are regular visitors at the meetings. During the summer quarter the societies do not meet.

Contests—There are three annual contests in which representatives of the S. A. K., E. L. S. and M. C. C. contend for honors. In the fall quarter there is a contest in parliamentary practice, upon the result of which the Mattie O'Daniel medal is awarded. The debate takes place during the winter quarter. At the commencement in May there is an intersociety contest in declamation, oratory and quartet singing. Those taking part in these contests are trained by faculty committees during the spring quarters. These contests are the source of much wholesome rivalry, and each society has a fine record of honorable laurels.

Prizes—The Mattie O'Daniel Medal for parliamentary practice is one of the most eagerly-contested honors. This medal is the gift of a former graduate who became interested in this work during her course in the Normal School.

On the result of the annual debate the school offers prizes to each member of the winning team. These prizes consist of the works of standard authors, valued at ten dollars each.

The prizes for declamation and oratory are gold medals given by the literary societies of the school; and those for boys and girls quartet singing are artistic plaques, which go to the society or societies represented by the winning quartets.

RELIGIOUS SOCIETIES

The Young Women's Christian Association and the Apostleship of Prayer have efficient organizations for religious and charitable work.

The Normal School is a public, non-sectarian school. It aims to throw around the students refined moral influence and to develop high ethical and religious standards of living.

Students are required to attend the services of the churches in Natchitoches—Baptist, Catholic, Episcopal, Methodist, Presbyterian, and the B'nai Israel Synagogue. All of these have earnest members in the faculty, and students of every faith have abundant opportunity to observe all the requirements of their church duty.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association was organized at the Louisiana State Normal School in 1911. Its purpose is to strengthen the spiritual, social, and intellectual life of the young women of the school. It endeavors to bring the Normal girls into closer relationship with their churches, to encourage a friendly, democratic spirit among the girls, discourage cliques among the students, and make the school a true Christian democracy. It is ever ready to co-operate with the school authorities in any religious and patriotic work.

Last January Miss Herbert, a Y. W. C. A. worker from Alexandria, organized the Patriotic League. It has a large membership and is doing splendid work.

The Association is visited once a year by the Field Secretary from St. Louis, Miss Sherrebeck. Last spring Miss Mabel E. Stone, from National Headquarters in New York, visited the Association and did much towards training the new cabinet in their work for the year.

The Association owns two sewing machines, which it rents to the girls for ten cents an hour. It also owns and operates a candy shop, which has been very profitable.

Every year the Association sends two or more delegates to the Conference at Blue Ridge, N. C.

The regular religious meetings are held every Sunday evening. A class in Bible and Mission Study, under the au-

spices of the Y. W. C. A., meets on Tuesday afternoons with Mrs. McVoy as leader.

The Association from time to time entertains the girls of the club and the faculty, and will, in the fall, again open its delightful reading room in East Hall.

LEAGUES AND CLUBS

PATRIOTIC LEAGUE

The Patriotic League is a nation-wide organization of girls whose aim is to further patriotic work of all kinds. The Normal branch of the League was organized in the early part of 1918 under the direction of Miss Frances Herbert, of Alexandria, Louisiana.

The first president of the League, Miss Minnie Lee Davis, with the aid of the council, did very effective work. Allied with the Red Cross, the girls made compresses, bandages, and knitted articles of all kinds. Members of the League entertained with interesting and educative programs at assembly. Special lectures were given to instruct those who were going out in the State to aid them in organizing and carrying on all kinds of patriotic work. This is the most vital work of the League and is being ably carried on by the present corps of workers. The Normal, through the aid of this organization, is sending out teachers who are real leaders and active workers for Uncle Sam.

The Patriotic League began to agitate the question of wheatless and meatless days in the Normal Board Club early in the campaign of the food administrator, and through its initiative the co-operation of all students was obtained. As a result of this, when the "less" days were instituted, the innovation was cheerfully concurred in, and not a single complaint was made to the authorities of the club.

CONTEMPORARY LIFE CLUB

The Contemporary Life Club, organized in 1913, is composed of those students who have elected the social science courses. Its purpose is to develop the qualities of leadership among its members; to fit them for efficient service in civic movements; to acquaint them with and train them for matters that make for public progress, for proper educational development, and for racial growth. The club now has fifty members, many of whom are holding positions of honor in the other student organizations of the school.

LE CERCLE FRANCAIS

Le Cercle Français is a literary society in which no English is spoken. its object being the preservation and promotion of the French language in Louisiana through the Normal students who go out from this department. All students of French, whether in the Normal proper or in the high school department of the Training School, are eligible to membership. The programs are arranged with as much consideration for the student who is hearing French for the first time as for the one whose native language it is. The society has proved a great help in supplementing the work of the French classes, especially in songs with simple melodies heard everywhere in France. The annual celebration of the Fourteenth of July, including an address in French, is under the auspices of the Cercle Français. The Cercle is affiliated with the *Fédération de l'Alliance Française aux Etats Unis et au Canada*.

LATIN CLUB

The Latin Club was organized a little more than four years ago by some enthusiastic members of the department. The purpose of the club is to study certain phases of Roman life for which time is not found in the classroom. An occasional lecture with lantern slides is given on the remains of ancient

Rome. All those interested in the study of the classic period of Roman history are invited to become members.

Regular weekly programs are rendered.

SCIENCE AND MATHEMATICS CLUB

This club, which meets semi-monthly, is open to students specializing in science and mathematics. Its purpose is to foster interest in these branches by a systematic study of current investigations and of the progress being made in their development.

RURAL LIFE CLUB

The purpose of this club is to develop a more general and keener interest in the problems of rural life. It admits into its membership students of the departments of rural education and agriculture. Studies are made of interesting experiments in and demonstrations of rural education in Louisiana and other States; investigations and surveys of rural communities are analyzed and discussed, and the social conditions and problems of the country are studied.

MUSICAL ORGANIZATION

ORCHESTRA

All students in the advanced grades of stringed and other orchestral instruments are entitled to membership. Weekly rehearsals are held throughout the year. The orchestra offers the experience and routine necessary to become an efficient orchestral player. No fee is attached to membership in the orchestra.

A beginner's orchestra is open to children of the training school and pupils of the high school. The aim of this organization is to afford experience to beginners and to prepare them for membership in the Normal School orchestra.

MANDOLIN AND GUITAR CLUB

The mandolin and guitar club, directed by an assistant, under supervision of the director, was organized for both pleasure and service to all students of the Normal School, whether enrolled in the school of music or not. The club furnishes music of the lighter variety at all students' gatherings. Students who own a guitar or mandolin are requested to bring their instruments, even though they have no expectation of studying. Membership in the mandolin and guitar club is free to any one playing either instrument. Classes are formed for beginners in mandolin and guitar and the regular music tuition fee for the term is prorated among the members of the class.

GLEE CLUB

The Glee Club, membership in which is free, is under the direction of the instructor in public school music. It is open to both sexes, and meets twice a week. Applicants for admission are required to meet a certain standard as to quality of voice and ability to read music at sight. The Glee Club appears on musical programs and other occasions during the session.

PUBLICATIONS

POTPOURRI

Potpourri is the student publication of the Louisiana State Normal School. It is issued annually by the three literary societies and is a handsomely-bound book of more than two hundred pages, representing all phases of student life at the Normal. It is ably edited; and, besides being for the future teacher a souvenir of school days, it is an incentive to the student to develop those literary and artistic talents which other means of expression have failed to arouse.

CURRENT SAUCE

Every two weeks the Contemporary Life Club publishes *Current Sauce*, a newspaper of four pages devoted to current news and matters of interest to the student body. The policy of this paper is to promote all activities beneficial to the group and to foster such *esprit de corps* as will unify and elevate a community of growing minds. As students from all departments of the school are invited to contribute to its columns, it is at once a means of expression and a disseminator of broadening ideas.

NORMAL QUARTERLY

As its name implies, this is a publication issued four times a year by the State Normal School. It is published in January, April, July and October of each year, each volume comprising the publication of a calendar year. The first number was published in January, 1912.

The following numbers have been published to date: Volume 1, Nos. 1, 2, 3, 4; Volume 2, Nos. 1, 2, 3, 4; Volume 3, Nos. 1, 2, 3, 4; Volume 4, Nos. 1, 2, 3, 4; Volume 5, Nos. 1, 2, 3, 4; Volume 6, Nos. 1, 2, 3, 4; Volume 7, Nos. 1, 2, 3, 4; Volume 8, No. 1.

CLASS MEMORIALS

The class memorial and the ceremony attending its dedication are an established custom at Normal. The first memorial was given by the Summer Class of 1913. The class roll, brief biographies of the members, and the graduation program and invitation are enclosed in a copper box, which is placed in the masonry of the memorial. A marble tablet marks the gift. The classes that have left memorials and their gifts are as follows:

| | |
|-----------------------------|--------------|
| Palladiums, Summer, 1913 | Electrolier |
| Idealists, Fall, 1913 | Electrolier |
| Arcadians, Winter, 1914 | Electrolier |
| Navigators, Spring, 1914 | Electrolier |
| Thesaurians, Summer, 1914 | Electrolier |
| Excelsiors, Fall, 1914 | Electrolier |
| Pericleans, Winter, 1915 | Electrolier |
| Normal Lights, Spring, 1915 | Eleceerolier |

The memorials of the following classes have been in the form of contributions to the Normal Gate Fund:

| | |
|----------------|--------------------|
| Ulysseans | Summer Class, 1915 |
| Hesperians | Fall Class, 1915 |
| Investigators | Winter Class, 1916 |
| Spartans | Spring Class, 1916 |
| Optimists | Summer Class, 1916 |
| Avatars | Fall Class, 1916 |
| Louisianians | Winter Class, 1917 |
| Victorians | Spring Class, 1917 |
| Solons | Summer Class, 1917 |
| Euristheans | Fall Class, 1917 |
| Wilsonians | Winter Class, 1918 |
| Philatheans | Spring Class, 1918 |
| Americans | Summer Class, 1918 |
| Les Eclaireurs | Fall Class, 1918 |

SCHOLARSHIPS

ALBY L. SMITH MEMORIAL LOAN FUND

Under this name the Louisiana State Normal School Alumni Association maintains a fund to aid worthy students in attending the school and qualifying as teachers. The fund now amounts to about nine thousand dollars. The loan fund movement was launched in 1910, and was accumulated largely under the presidencies of C. J. Brown, J. M. Barham, and John M. Foote.

Loans are restricted to students in the second year of the normal course or in the third and fourth years of the professional course. Only those students who have been students of the school and have proven their intellectual and moral fitness for the teaching profession can obtain loans from the fund. They pledge themselves to repay such loans out of their first year's earnings, and execute notes with acceptable endorsements, bearing 5 per cent interest.

At the meeting of the Alumni Association in New Orleans in April, 1913, the Alby L. Smith scholarship maintained by the Alumni Association since 1897 was discontinued. This

scholarship paid the entire expenses of one student at the Normal School, and by means of it nine young women were educated and sent into the schools of the State. All funds of the Alumni Association, including the Five-Thousand-Dollar Alumni Loan Fund, have now been merged into a general fund known as the Alby L. Smith Loan Fund. To date, three hundred and twenty-five students have received the benefits of the alumni loan fund.

SCHOLARSHIPS OF BENEVOLENT ORGANIZATIONS

The Louisiana Federation of Women's Clubs has for some years maintained a scholarship in the State Normal School. The scholarship fund of the Federation is now in excess of \$1,000. From this fund loans are made from time to time, as may be necessary, to the scholarship student. No charges are made for interest. The return of the loan begins with the second month of the beneficiary's employment as a teacher, and the amount to be returned monthly is expected to be not less than ten dollars.

The Hypatia Memorial Scholarship is maintained by the Hypatia Club of Shreveport. Like the preceding, this scholarship is based on quarterly loans made without interest charges.

The United Daughters of the Confederacy now have two scholarship students in the Normal School, maintained on the same basis as the preceding.

Besides these, several lodges and benevolent citizens of Louisiana assist students by gifts or loans to meet their school expenses.

PARISH SCHOLARSHIPS

The General Assembly of 1904 authorized by enactment an appropriation by each of the police juries of the State for the maintenance of a beneficiary student at the State Normal School. The selection of the scholarship student lies wholly with the police jury, and is ordinarily made either by vote of that body or by competitive examination. The annual appro-

priation for the expenses of scholarship students by the parishes is usually \$195 for those who attend nine months and \$250 for those who attend the entire year.

Scholarships awarded by parishes that have approved high schools should be limited to graduates of such schools. Scholarship students from parishes not having high schools have the privilege of boarding in the club, whether they are of high school or normal grade.

To facilitate parish scholarship committees, the Normal School prepares questions for use at scholarship examinations when so requested by such committees. When applying for this assistance, the committee should state the exact grade of examination to be given.

WORKING SCHOLARSHIPS

For the purpose of aiding students who are unable to defray the cost of attending the Louisiana State Normal School working scholarships have been established. They vary in number from thirty to forty, and involve service in the library, bookstore, registrar's office, dairy, dining hall, Y. W. C. A. fruit shop, and on the grounds.

The pay for work done by students is ordinarily twenty cents per hour. Waitresses in the dining hall are allowed an amount equivalent to the price of board. Laboratory assistants and readers are paid twenty-five cents per hour.

These working scholarships are not awarded to new students, but only to such as are already in attendance. The points considered in passing on the applicant are the following: His need, merits, diligence as a student, and faithfulness and efficiency in service. The applications of students whose parents are able to pay their college expenses will not be considered.

THE BOLTON LOAN FUND

A Loan Fund has been established by J. W. Bolton, president of the Rapides Parish School Board, Alexandria, La. At

present there has been paid into this fund by him the sum of \$7,500.00; and, furthermore, during the year 1919 he will pay in \$2,500.00, making a total amount of \$10,000.00. This fund is available to the graduates of the approved high schools of Rapides Parish who desire to prepare themselves for teachers and whose parents are unable to send them away from home for further training. This money is loaned without interest on the note signed by the student and the parent, or some near relative. The student obligates herself to teach in the nine months public schools of Rapides Parish, wherever assigned, until the debt is paid. She further obligates herself not to marry until the debt is fully paid, since marriage brings additional duties, responsibilities and obligations.

DISCIPLINE, RULES AND REGULATIONS

SCHOOL DISCIPLINE

In a school established for the purpose of training the young manhood and womanhood of a State for the dignified profession of teaching, arbitrary regulations and iron-clad discipline should not be required. In the conduct of the school, therefore, all reasonable freedom is allowed, and every opportunity is fostered for the development of self-reliance and that just and considerate regard for others which is the attribute of cultured men and women. This does not mean that there are no restrictions in the school or that freedom can be turned into license. On the contrary, it is expected that the few rules governing conduct shall be studiously complied with, and that every student, in his dealing with the members of the faculty and the student body, shall practice the gentle demeanor and show the kind of consideration due to ladies and gentlemen. Industrious habits, diligence in study, promptness, neatness, honesty, ambition and good morals are virtues that the Normal School expects and demands of all its stu-

dents. Indolent, shiftless or frivolous young people should not apply for admission. There is no place in the student body for untruthful or dishonest members or for students habitually negligent in the discharge of their duties. When the conduct of a student becomes a menace to the welfare of other members of the student body, either through misdeeds or through failure to profit by attending the institution, his parents are asked to withdraw him. For gross violation of discipline the penalty is suspension or dismissal.

The Honor System—The Honor System prevailing among students of the school was established in 1914. Its chief purpose is to exert a moral force directed toward scrupulous honesty in all scholastic work. It discourages the substitution of all spurious work on tests, examinations and classroom recitations, and undertakes to impose appropriate penalties for all violations of accepted standards of honesty in school work.

The governing board consists of a representative elected by each class, the chairman being the member representing the graduating class. The sessions of the board are executive, in order that every possibility of injury to innocent students may be eliminated. The findings of the governing board are subject to review and approval by the President of the school.

SCHOOL REGULATIONS

1. All first year normal and professional students are required to pursue two courses in library methods. Students who enter in the second year are required to take these courses during the first and second terms of their attendance. (If a student fails in Library Method in the 1-3 term, and therefore has to repeat it, he may complete this work in his 2-1 term. If he waits longer than this, however, to make these two credits, he will be charged a fee of five dollars per course.)

2. Nominal fines are imposed on students who violate the rules of the library. Such fines are due and payable on notice. If not paid within two days after notice, the fines are double and the student is deprived of the privilege of using the library until the fines are paid.

3. All students are required to take gymnastics or athletics three times per week during each fall, winter and spring quarter of their attendance. Athletics and gymnastics are voluntary during the summer quarter.

4. Students making any of the 'varsity teams are allowed two credits, and hence may be excused from taking athletics or gymnastics during one quarter of the year.

5. All students are required to belong to and earn credits in the literary societies during four of the six quarters in the two-year course.

6. During the first year membership must be taken in the Mortar Board Society or the Caspari Literary Club. In the second year students are required to join one of the higher societies: Seekers After Knowledge, Eclectic Literary Society, or the Modern Culture Club.

7. All students who cannot show at entrance a skill in writing of 90 on the Ayres scale are required to take penmanship during their first year until such proficiency is attained. This ordinarily requires earning credits in Penmanship 1 and 2.

8. All students are required to attend daily assembly and to take part in assembly singing on Tuesdays and Wednesdays.

9. Each normal or professional student is required to own a dictionary of academic or higher grade, approved by the teachers of English.

10. Students are not allowed to leave school at will. Those who disregard the rules governing resignations are recorded as dismissed from the school, and they forfeit any claims to a refund by the treasurer.

11. In order to resign the student must, first, present a written request from his parents or guardian; secondly, obtain a receipt from the treasurer showing all charges paid,

and thirdly, receive the approval of the President. All resignations must be in writing.

12. Students are not permitted to resign during the last two weeks of any quarter, and, at the close of the spring quarter, all students are required to remain after examinations and attend the commencement exercises.

13. Students who leave before the last day of the term are not granted credits for the second half of the quarter.

14. All lady students of the school who are not residents of Natchitoches or the immediate vicinity are required to room and board in the Normal Boarding Club on the grounds of the school. This does not apply to teachers in service who attend school during the summer quarter, or to married women.

GRADES, EXAMINATIONS, RECORDS AND CLASSIFICATIONS

Grades—Students are graded in their studies on the basis of the quality of work done. Four grades are in use, as follows: P +, P, P — and F. P + designates excellent work and represents a percentage of 90 to 100; P means satisfactory work, 80% to 90%; P — denotes a conditional passing grade, 70% to 80%; and F indicates failure to meet the standard.

The grades of each student are entered in the records at the middle and the end of each quarter.

Examinations—Two days are given to examinations at the end of each quarter. Each subject examination covers two hours. The grades made at examination count as approximately half of the daily recitation. At midterm one-hour tests are given.

Records—All midterm and term grades are entered on the classification cards by the instructors; and term grades are transcribed into the permanent records of the school by the registrar. At the end of the quarter the student's record is

sent by mail to the parent or guardian. The permanent records of the school are complete from the year 1903.

Classification—High school graduates and other applicants of equivalent attainments are classified as first year, first-term students, designated as 1—1. Such a student automatically raises his classification at the end of each quarter, if he meets the standard by earning four normal units.

To make the classification of students definite, the following schedule has been adopted :

| Credits earned | Classification |
|----------------|----------------|
| 0— 2 | 1—1 |
| 3— 6 | 1—2 |
| 7—10 | 1—3 |
| 11—14 | 2—1 |
| 15—19 | 2—2 |
| 20—23 | 2—3 |
| 24—26 | 3—1 |
| 27—30 | 3—2 |
| 31—34 | 3—3 |
| 35—38 | 4—1 |
| 39—43 | 4—2 |
| 44—47 | 4—3 |

FACULTY RULES

1. Term and midterm marks shall be entered as P + (90 to 100), P, (80 to 90), P — (70 to 80), F (below 70).

2. No student is promoted out of a term who has a record in that term of four P—'s in unit or half-unit subjects, or the equivalent. One F is equal to two P—'s. To remove such condition students are required to repeat those subjects in which they were graded P— or F.

3. Any student who accumulates eight F's, or sixteen P—'s, during his normal course is, *ipso facto*, required to withdraw from the school for a period of not less than nine months.

4. Students are not allowed to carry more than twenty periods (eighteen and one-third hours) per week without permission of the committee on studies and credits. Such permission is granted only under the two conditions following: First, that the student has made an exceptionally good record

during the preceding two terms of attendance; and second, that, by carrying an extra unit subject, his course may be shortened by one quarter. Except by vote of the faculty, students are not permitted to carry more than one extra subject during their entire normal course; and the privilege of taking such extra subject is not granted during the summer quarter.

5. Students in town carrying twenty periods a week must abide by club rules for study hours and not go out on week nights without the special permission of the President.

6. Students carrying more than one back subject cannot have their classification advanced unless they have credits ahead to compensate. Back subjects must be scheduled first.

7. Students are not allowed to take examination to remove a failure without permission of the President and without payment of a fee of one dollar. Such examination is not to be given until thirty days after the condition is recorded. Records of said examination are to be made on regulation slips by the instructor and are to be approved by the President.

8. No student is allowed to complete a course leading to the Normal diploma in fewer than three terms.

9. Teachers in service may be allowed the privilege of applying for and receiving one teaching credit on their teaching experience.

10. A student who has taken a subject two or more times without making a credit in it may, upon recommendation of his teacher, be given permission by the committee on studies and credits to substitute another subject of equal value.

11. Half normal credits are allowed for satisfactory work done in normal subjects during the first half of a term. The remaining half credits may be made during the last half of any term within fifteen months.

12. Students are not allowed to drop a subject during a term without permission of the committee on studies and credits.

13. When it becomes evident that a student will not pass in a subject, the committee on studies and credits and the

teacher concerned may consider the advisability of his dropping such subject. In arriving at the student's standing, such subject shall be counted P — and shall be scheduled by him the following quarter.

14. No student is allowed during a term to engage in more than the equivalent of two major activities. Two minors are equivalent to one major. Following are lists of major and minor activities to which this rule applies, to-wit:

| MAJORS | MINORS |
|--|--|
| Chairman Program Committees of | Membership French Circle. |
| Literary Societies. | Membership Latin Club. |
| 'Varsity Teams. | Membership Contemporary Life Club. |
| Debaters. | Membership Science and Mathematics Club. |
| Orators. | Membership Rural Life Club. |
| Declaimers. | Membership Study Club. |
| Parliamentarians (Leaders). | Membership Girls' Band. |
| Editors "Potpourri." | Membership Boys' Band. |
| Business Managers "Potpourri." | Membership Glee Club. |
| Editor "Current Sauce." | Membership Orchestra. |
| Business Managers "Current Sauce." | Assistants in Parliamentary Law. |
| President Young Women's Christian Association. | Assistants "Potpourri" Staff. |
| Faculty Representative. | Assistants "Current Sauce." |
| Class Representative. | |
| Interscholastic Representative. | |

EXPENSES

TUITION AND FEES

Tuition is free in all departments, except the School of Music. For schedule of fees in music, see page . . No charges, however, are made for instruction in public school music or to members of the orchestra, guitar and mandolin club or choral society.

The following fees are charged by the term and are payable in advance: \$2.00 for registration, \$1.00 for athletics and lyceum, and 50c for library. Students pursuing laboratory courses in the sciences are charged fees to defray the cost of materials and supplies consumed. The amount of the fees charged for laboratory courses is stated in connection with the

syllabi of the several subjects. No deduction is made in fees when the attendance covers only a fractional part of a term.

A fee of \$1.00 is charged students who take examination in any subject in order to remove a condition.

The infirmary fee, payable at the opening of each term by every club member, is \$1.00. This covers cost of attendance by the graduate nurse, service when sick, and medicine. In case of protracted or serious illness requiring the services of a physician, extra nursing or pharmacy prescriptions, the expenses thus incurred are charged to the patient.

Students pursuing special courses not leading to graduation from the Normal School are charged a tuition fee of \$15.00 per quarter. The same fee is charged to students who do not intend to teach in the State of Louisiana.

BOARD AND LAUNDRY

Board—The rate of board in the Normal School is \$15.00 per month for four weeks. This amount covers board, lodging, lights, water, heat and service; and is due by each member of the club, and *payable strictly in advance*. Students should be in possession of their board charges for the first month when they come to enter, preferably in form of a check or money order. No refund is made for absence from the club for any part of a month from any cause.

Club visitors are charged one dollar a day. Immediately on arrival all club guests are required to procure from the treasurer a "Visitor's Card." This card must be presented to the Dean of Women at the first meal taken in the club by the guest.

Laundry—The charge for laundry is \$2.00 per month, payable in advance. For this amount club members are entitled to a service aggregating \$6.00 at laundry list rates. Laundry in excess of this amount is charged at list rates.

The average cost per term or quarter of twelve weeks, covering all necessary expenses, is as follows, to-wit:

| | |
|--|---------|
| Board at \$15.00 per four weeks----- | \$45.00 |
| Laundry, \$2.00 per four weeks----- | 6.00 |
| Incidental, athletic and infirmary fees----- | 4.50 |
| Textbook rental (approximately)----- | 1.50 |
| <hr/> | |
| Total----- | \$57.00 |

This amount does not include the deposit which must be made on textbooks. This averages \$3.00 to \$4.00 per quarter, and is refunded at the end of the quarter if the textbooks rented are returned in good condition.

TEXTBOOKS

All textbooks used in the Normal School and the four-year professional school are on sale at the bookstore, in Caldwell Hall, which is open daily before and after school hours and at all intermissions. Textbooks may be either purchased or rented. They are sold at list prices, or rented for a term at 25 per cent of such list prices.

When a book is rented, the full list price must be deposited with the clerk, receipt being acknowledged on a label inside the front cover. When returned, the clerk refunds 75 per cent of the list price. Books offered for refund must not show mutilation, pencil or ink marks, or unreasonable wear, and must be returned not later than the last day of the quarter in which they are rented. For special reasons a textbook may occasionally be taken off the list of rented books. In such cases the book is sold at list price; or, if such book has been rented for one or more quarters, it is sold at list price less rental previously received.

The aggregate rental of textbooks is approximately \$1.50 per quarter. The average amount required to be deposited with the clerk, including rentals, is \$4.00 to \$6.00 per quarter.

THE BOARDING DEPARTMENT

NORMAL BOARDING CLUB

Under the name of the Normal Boarding Club, the school has conducted for many years, in a semi-official manner, a boarding and dormitory department. The President of the school is the president of the club and has general control of its business management and discipline.

The young ladies of the club are in charge of the Dean of Women and the assistant dean. Permits to visit home and other privileges are granted by the dean with the approval of the president. The discipline of the students in the men's dormitories is vested in the Monitor. To him all men in the club must apply for special permits and privileges of any sort.

Each dormitory is in charge of a matron, who is responsible for the discipline of the students in her charge. The students of each dormitory are required to observe proper decorum, respect the rights of others, and yield strict obedience to the matron in charge.

Ten dormitories are in use by the club, eight for women and two for men. Of these three of the women's dormitories are of re-enforced concrete; three are frame, and two are summer houses with sleeping porches. The men's dormitories are frame, one being equipped with sleeping porches and used only during the warmer months.

There is now dormitory and dining-room accommodation on the normal grounds for six hundred women and one hundred and ten men.

Children are not permitted to board in the club. This applies to all girls who are graded below the third high school year.

Members of the club are required to make up their beds, clean their rooms thoroughly on Saturday mornings, and keep them in order and neat appearance throughout the week.

Daily service in the rooms is furnished by the club, being included in the charges for board. Inspection of rooms is made at intervals by the president, accompanied by the lady in charge of each dormitory.

Assignments to rooms are made by the Dean of Women, and preference is given to students who are already members of the club. New students are not permitted to select rooms.

All dormitories are kept in strictly neat and sanitary condition. Sanitary toilets are provided in every building; and every club member has free access, under club rules, to bath rooms or showers found in each dormitory. All bath tubs are the best enameled, and are provided with hot and cold water.

In the fall, winter and spring, breakfast is served at 7:30 o'clock; luncheon at 12:20; dinner at 5:00. In the summer term, the hours are changed to suit conditions.

No rising hour is prescribed. Negligee dress is not allowed in the dining room.

It is harmful for students to have too much spending money.

Parents are advised to have their daughters' clothing made at home, and to give strict orders against absurd and needless alterations, too frequently made by students to conform to extravagant and extreme fashions. *Simplicity in dress is insisted upon, and modesty of attire is demanded of all young ladies of the school.* Students possessing dresses which are considered immodest by the Dean of Women will be required to return such clothing to their home.

The cashier receives deposits from club members and pays money drawn against these deposits. The club becomes responsible for deposits.

Club members are advised to deposit their money immediately after arriving. *Money in excess of fifty cents must not be kept in bedrooms at any time.*

Clothing, towels, napkins, and bed linen should be marked with the owner's full name, not with initials only.

Trunks and handbags should have the owner's name and address *printed* on them. Initials and cards are insufficient.

New students should give notice a day or two in advance of their coming, so that they may be met at the station.

The beautiful Normal Hill and campus are the home recreation grounds of the members of the club after school closes in the afternoon.

Discipline in the Men's Dormitories—The Monitor, who is a member of the faculty, has complete supervision of the men in the dormitories. He is assisted by a committee of three students, selected by the boys with the approval of the President.

The club is self-governing in that the rules and regulations for the dormitories are adopted by the members, and violations are first dealt with by the student committee. Respect for the rights of others and of the school and gentlemanly conduct on the part of all members are the guiding principles of the Men's Boarding Club.

Discipline in the Normal Club—The young ladies of the boarding department are in charge of the Dean of Women, a lady who has been selected by reason of superior mental and moral fitness for the responsible position she occupies. Her duties are to counsel the students in her charge and to exercise parental supervision over them while they are students of the school. The Dean seeks to gain and merit the confidence of the girls and to advise and befriend them as occasion arises, either in club life or in school work. Every club member receives the consideration and courtesies due a lady and is trusted as such. If any show themselves unworthy of such confidence, they are requested to withdraw.

The discipline in the several dormitories is in the hands of the matrons, who are members of the faculty living in the club. The matrons act under the authority and supervision of the Dean, and are assisted by floor monitors selected from among the students.

CLUB RULES

1. Upon arrival in Natchitoches students must come directly to the school and not stay at hotels. The girls should report at once to the Dean and the men to the Monitor for assignment to rooms.

2. On leaving school, club students must go directly to trains, and not spend the night in town.

3. No girl is permitted to spend the night away from the club. Requests to this effect will always be refused.

4. Permits to visit home are granted only once per quarter. Exceptions to this rule may be made in the case of students living near Natchitoches. Application for such permits must be made to the Dean or Monitor, and must be accompanied by written request from parent or guardian.

5. Permits are not given to spend week-ends with relatives more distantly related than uncles and aunts.

6. Parents who grant permission to their daughters to visit friends on their way to or from the State Normal School are requested so to notify the President of the school.

7. Club students are allowed to go to town on Saturday mornings for shopping purposes.

8. Members must not leave the grounds without obtaining permission and reporting to the Dean or Monitor both on leaving and returning.

9. Young women of the club are not permitted to receive calls from gentlemen.

10. The young ladies of the club are not summoned to answer long-distance telephone calls unless such calls come from their homes. Other communications must be made through the Dean of Women or the Monitor.

11. Members of the club are not allowed to leave their dormitories after study bell without the special permission of the matron in charge.

12. Club visitors must obtain the visitor's card on arrival. (See directions under Expenses.)

13. On Sunday, club members must attend day services at the churches in town.

14. Medicines, food and matches must not be kept in bedrooms. No narcotic, intoxicant, or poisonous substances is allowed under any circumstances. Remedies for simple ailments incident to school life are kept and dispensed by the nurse. When a student is sick enough to need the attention of a physician, she is taken to the infirmary and placed in charge of the graduate nurse.

15. For minor violation of the club rules, a member may be put under arrest, which means forfeiture of privileges for the time. For any grave violation of rules or of propriety, for continuous neglect of duty, or unbecoming conduct, the member will be suspended or dismissed.

16. Nearly all club members are preparing themselves for their life work, many of them at their own expense. And with students of this class the largest possible liberty may be safely allowed. Every feature of the club management rests on the assumption that the students are capable of self-control, and that they desire to advance the interest and welfare of the club.

BOARD IN TOWN

Non-resident men and married women attending the State Normal School may board in town. Boarding houses will be recommended on application. The price of board in private families ranges from twenty to twenty-five dollars per month. Laundry costs from two to three dollars per month.

THE SCHOOL OF MUSIC

PLANS AND PURPOSE

Thorough courses are given in Violin, Voice, Piano, Theory, Harmony, History of Music and Ensemble playing. One of the aims of the school is to provide systematic courses for the complete musical development of the student.

The general plan of the work is two-fold: First, to give the student who wishes to complete a course in any branch of music an opportunity to receive a general and specific training, proficiency in public performance, and preparation for the profession of teaching. Second, to offer instruction to those students who wish to devote only a part of their time to the study of music. Such students may take up special work suited to their needs and attainments.

Library—All students registered in the School of Music have free access to the Normal School library. The music library is constantly growing. To the large collection of oratorios, opera scores and ensemble numbers, books on theory, history, biography, and other works pertaining to every possible phase of music have recently been added, and may be freely used by the students of the school. Current periodical literature in music is provided in "The Etude," "The Musician" and "School Music."

Instruction—Two private lessons are given in the major subject of instrument or voice, in which attention is given to the building of technique, cultivation of tone, interpretation, phrasing, etc. Class instruction is given in all theoretical branches of music. Classes of two or three for half-hour lessons are also formed for the benefit of those who cannot pay the regular fee for individual instruction.

Ensemble Playing—The primary purpose of this work is to enlarge the scope of the student's interpretation. Special attention is given to rapid sight-reading, and much work assigned by way of accompaniment.

Pianoforte Sight Playing—One hour per week. Practice in playing at sight is given in classes, progressing from elementary pieces through the Sonatas of Clementi, Haydn, Mozart, etc., to more difficult compositions. To enter this class a technical proficiency in piano-playing equivalent to Grade 4 (see outline of practical lesson course) is required. This course is offered if at least four students apply.

Piano for Children—A special course of instruction in piano for children is offered by the School of Music. Both private and class lessons are given. For young children private instruction in piano, two half-hour private lessons per week, are entirely insufficient to give them the necessary fundamental training. Better results are obtained by grouping the children into classes according to age and grade.

Practice—All pupils in the piano department are required to practice not less than one hour daily, and more time may be arranged for. Pupils must secure assignment of rooms and periods from the Director at the beginning of each term. The practice rooms are large and well lighted. Many are equipped with instruments of the highest grade, insuring pupils unsurpassed facilities for systematic practice. Regular practice hours are assigned to each student, and he is required to report to the supervisor of practice at the beginning and end of each practice period.

Special Students—These courses are planned to train students for capability as performers and for becoming special teachers. Requirements for course are as follows:

1. Two twenty-five-minute periods per week for at least three years in the major course.
2. Satisfactory public performance of a recital in the major study, the program to be of moderate difficulty.
3. Two years of a minor course in music (violin or voice).
4. One year of theory in classes, one hour per week.
5. Two years of harmony in classes, one hour per week.
6. One half year of music history, two hours per week.
7. Special students in music must carry two professional or academic studies, and athletics or physical training for each term of three months, and are expected to attend literary society and take part in all musical activities of the Normal School.

BUSINESS REGULATIONS

1. All tuition is payable strictly in advance, at the beginning of each term.

2. No lesson is given until fee is paid.

3. Under no condition is music tuition refunded. In case of protracted illness the balance is allowed upon a subsequent term.

4. All lessons lost by absence or tardiness of pupil will not be made up, unless due notice be given the instructor.

5. The assignment of periods for lessons and for practice will be made upon personal application to the Director. Before applying for this assignment, the student should have a complete schedule of all his other classes.

6. For special information regarding the School of Music and the music courses address the Director, Normal School of Music.

PRACTICAL COURSES IN PIANOFORTE

Grade I—In the first grade attention is given to correct position, five finger exercises, major scales, chords, arpeggios in parallel and contrary motion in one octave; Grimm's technical exercises. The methods for piano by Presser, Sartorio, and Matthews Graded Course I are used at the discretion of the teacher to suit the particular needs of the student. For sight-reading frequent use is made of Easy Duets on five tones by Friml, Diabelli, and Sartorio. Recreation pieces are selected from standard compositions.

Grade II—In the second grade Grimm's technical exercises are continued and Flint hand culture introduced; the major scale and chord work is extended and minor scales and arpeggios introduced both in parallel and contrary motion. The studies of Czerny-Leibling and Concone Op. 24 are followed by Four Wrist Studies of Crosby-Adam, Krause Studies in measure and rhythm; Vogel eight measure studies in rhythm, and sight-reading of Diabelli easy sonatinas.

Grade III—The work of the third grade consists in extended scales and arpeggios, major and minor in contrary and parallel motion in rhythms of two, three and four against one; the study of the chromatic scale, Hanon 60 exercises, Krause trill studies, Czerny-Leibling Book 2, Evans Octave studies, Preyer Ten wrist studies, Heller Op. 47, Bach for beginners by Vincent; sight reading of Kuhlau Sonatines for four hands.

Grade IV—The fourth grade is a preparation for requirements for formal examination for promotion into the fifth grade. The work of the fourth grade consists of thorough mastery of scales in 3rds, 6ths and 10ths, arpeggios in dominant and diminished seventh, Hanons 60 exercises are continued and easy sonatas of Mozart and Haydn are introduced, followed by Bach's Little Preludes and Fugues; Hoffman 28 left-hand studies; Heller, Selected Studies; Eggeling, Octave Studies and supplementary material from National Graded Studies III and Matthews Graded Studies IV. Students completing the course as outlined above must pass formal examinations for entrance into the fifth grade.

Beginning with the fifth grade as a basis for grading, the standard course adopted by the Louisiana Music Teachers' Association will be followed. The course follows:

Grade V.—Sight-playing—Classic Sonatinen Album (Klee). Modern Sonatinen Album (Scharfenberg).

Bach, 3 Little Preludes, 3 Two-part Inventions.

Mozart, Sonata in C. Clementi, 1 Sonata. Beethoven, 1 Sonatina from Op. 49.

Mendelssohn, 2 Songs Without Words. Schumann, 5 pieces from Op. 68.

5 other pieces—types: Field, Nocturnes. Grutzmacher, Album Leaf.

P. E. Bach, Solfeggietto. Debussy, Mazurka in F-sharp minor.

Grade VI.—Sight-playing—Hayden, Symphonies (four hands).

Bach, 3 Three-part Inventions, 2 Little Fugues.

Haydn, 1 Sonata. Mozart, 1 Sonata. Beethoven, 1 Sonata (first period).

Händel, Variations in B-flat.

Mendelssohn, 2 Songs Without Words. Chopin, a Nocturne, a Waltz and a Mazurka. 3 pieces—type: Schubert, Impromptu Op. 90-2.

Tschaikowsky, Romance Op. 5.

Grade VII.—Bach, 2 Preludes and Fugues from Well-Tempered Clavichord, 2 numbers from English or French Suites.

Scarlatti, 1 Sonata. Beethoven, 1 Sonata (Pathétique, D Minor, or Concerto in C minor).

Chopin, an Impromptu and a Polonaise. 6 pieces—types: Schumann, Novelette No. 1. Leschetizky, Arabesque in A-flat. Foote, Caprice in C. Sibelius, Romance in D-flat. Debussy, Arabesque, or of like difficulty from MacDowell or Grieg.

Grade VIII.—Bach, 2 Preludes and Fugues (W.-T.C.).

Beethoven, 1 Sonata.

Schumann, Papillons or Davidsbündlertänze. 1 piece from the following of Liszt: Liebestraum Ng. 3, Rhapsody No. 11, Gondoliera, Gnomenreigen. Chopin, 3 Etudes. Brahms, Rhapsody in G Minor, 1 piece from Rubinstein or Moszkowski (type: Moszkowski, Air de Ballet in G minor.) 3 pieces—types: Seeling, Die Lorelei. Litloff, Spinning Song. Scriabine, Nocturne for the left hand. Debussy, from Estampes or Images.

Grade IX.—To complete the work of Grade IX, the student must have previously studied 8 Preludes and Fugues of Bach, 6 Sonatas of Beethoven, 6 Studies of Chopin, and be able to perform the Waldstein or the Apassionata Sonata of Beethoven, and 3 concert pieces selected from a list of 15 by Bach, Händel, Schumann, Chopin, Brahms, Liszt, Moszkowski, MacDowell, Rubinstein. Types: Bach, Italian Concerto. Liszt, Campanella. Chopin, Ballades. Rubinstein, Staccato Study.

Grade X.—Previously studied: 10 Preludes and Fugues of Bach, 8 Sonatas of Beethoven, 8 Studies of Chopin, and the performance of 4 pieces, including one of the last Beethoven Sonatas (Op. 109-111) and three pieces selected from a list of 12 classics of the greatest interpretative and technical difficulty.

Students following the Louisiana State Teachers' course must pursue parallel studies in theory, harmony and history of music.

PRACTICAL COURSE IN VIOLIN

First Year—Correct positions of body and of hands. Fundamental principles of bowing. Violin methods by Schubert, Hohmann, Hermann, Fischel. Wollfahrt Op. 45, Book I. Simple pieces with piano accompaniment, Julius Weiss, Harvest of Flowers; Phil Mittell, Twenty-nine pieces in the first position.

Second Year—Studies in the first position, Hohmann, Books II and III; Fischel, Book II. Simple studies in the third position. Hohmann, Book IV; Schubert, Book II; Fischel, Book III. Fischel Scale studies. Pieces in the first and third positions by Mittell, Dancla, Bohm, DeBeriot and others.

Third Year—Work of second year continued; Wollfahrt Book II; Kayser, Books I and II; Fischel, double stops, Op. 10, duets by Mazas and Pleyel in the first three positions. Scale studies continued. Bow studies by Sevcik. Seitz, First Concerto; Dancla, Op. 89; solos in the first three positions.

Fourth Year—Kayser studies continued. Scales in three octaves. Elementary exercises in shifting, Sevcik; exercises in double stops; Mozart Concerto in G major; Dancla, Op. 118. Solos in the first five positions by classical and modern composers.

THEORY AND HARMONY

Theory 1 covers the rudiments of music, formation of major and chromatic scales in all keys, classification and measurement of intervals. Singing and hearing of intervals; written work with practical application made at keyboard. Textbook: *Tapper's First Year Theory*.

Theory 2—Construction of minor scales. Melody building; scale tones and their tendencies; transposition of simple melodies; rhythmic problems and combinations. Writing melodies from dictation. Textbook: *Tapper's First Year Melody Writing*. H. B. Maryott Musical Essentials.

Harmony 1—(Prerequisite for Harmony 2.) Chord construction; chord combinations; chord sentences; ear-training; harmonizing major scale with principal and secondary thirds; harmonization of simple melodies in four part. Textbook: *Tapper's First Year Harmony*. Heacox Key Board Harmony.

Harmony 2—Dominant seventh chord and resolution from melodic standpoint. Triads and inversions in minor. Chord analysis.

HISTORY OF MUSIC

A study of the early development of music up to modern times with lectures and recitations illustrated by musical works of the period under consideration. The illustrations, whenever possible, are given by the students. At least one hour daily of outside reading is required. There is no prerequisite for this course. Offered only in fall term.

VOICE

The voice department offers instruction in correct breathing, breath control, phrasing, clear enunciation, tone placing, vocalises, interpretation of secular and sacred songs, arias from opera and oratorio; correct stage deportment. There are many opportunities for talented students to appear on programs.

Credit—A half normal unit is granted to students in the School of Music who do satisfactory work for a quarter in voice, violin or piano and pursue the theoretical courses offered in that department.

Tuition—The tuition is for a school term, three months, two private lessons per week, payable in advance.

For lessons in voice, ensemble playing, piano and violin:

1. Children's classes in piano.....\$3.00
2. Children's classes in violin..... 5.00
3. Pupils of elementary grades.....12.00
4. Pupils of high school and normal grades....15.00
5. Pianoforte sight playing..... 5.00
6. Piano rental, one hour daily, per term..... 3.00
7. Each additional hour per term..... 1.00

The courses in theory, harmony, and history of music are free to all students in the School of Music.

ORGANIZATION OF THE SCHOOL

GENERAL STATEMENT

The Louisiana State Normal School is presently made up of six departments, as follows: the four-year professional school, the two-year normal school, the summer school, the extension department, the demonstration high school and the practice school. The practice school has all the grades from the first up to the high school; the high school covers the four years of approved Louisiana high schools; the normal school extends two years beyond high school graduation; the four-year professional school offers a four-year course to high school graduates; the summer school is maintained for teachers in service and others who desire to prepare to teach in the public schools of Louisiana or to have their certificates extended; and the extension department has been established for the benefit of teachers in service.

THE PRACTICE SCHOOL

FACULTY

C. C. WHISENHUNT, *Training Teacher*

J. E. GUARDIA, *Principal*

MISS AUGUSTA NELKEN, *Seventh Grade Critic Teacher*

MISS EDNA LEVY, *Sixth Grade Critic Teacher*

MISS REGINA ZIMMERMANN, *Fifth Grade Critic Teacher*

MRS. GEO. WILLIAMSON, *Fourth Grade Critic Teacher*

MISS OLIVE GUNBY, *Third Grade Critic Teacher*

MISS BERTHA HAUPT, *Second Grade Critic Teacher*

MISS ELIZABETH TEEGARTEN, *First Grade Critic Teacher*

The practice school consists of all the grades of the elementary and grammar schools of Louisiana. The official course of study is followed, and promotions are made regularly at the end of each nine months of the pupil's course. The year is divided into three quarters of three months instead of two semesters of eighteen weeks. Each grade is

divided into A, B, and C sections, and all pupils who meet the standard are passed from one section to the next higher at the end of each quarter. In the upper grades of the practice school the departmental plan obtains. On completion of the course offered in the practice school the pupil is promoted to the high school.

The practice school is open to all children of the first ward of Natchitoches parish as day pupils. The boarding facilities of the Normal Club are not available to such pupils, however. Four transfers carry to the school pupils who live more than two miles away. These transfers are operated by and at the expense of the Natchitoches Parish School Board.

The cost of operating the practice school is defrayed jointly by the Natchitoches Parish School Board and the Louisiana State Normal School.

Instruction in the practice school is given by the critic teachers and by the student teachers in the last year of their normal course. The work of the latter is closely supervised by the critic teachers in charge, and is required to meet fully the standard of instruction prescribed for the public schools of the State. No effort is spared either by the critic or student teachers to make the instruction in the practice school effective, and, whenever possible, to strengthen and broaden the adopted course.

THE DEMONSTRATION HIGH SCHOOL

FACULTY

G. C. WHISENHUNT, *Training Teacher*
J. E. GUARDIA, *Principal, Science*
MISS AMELIA GAULDEN, *Mathematics*
MISS MARY B. LINFIELD, *Latin and English*
MISS MILDRED KELLY, *Latin and History*
MISS KATE PERKINS, *History and French*
A. M. HOPPER, *Manual Training*
MISS ESTHER ALLYN, *Home Economics*
MISS KATHERINE GRAY, *Public School Music*
MISS HOPE HAUPT, *Art*

The high school covers the four years of approved Louisiana high schools and follows the State-adopted course of study.

Promotions are made as in the practice school, and the same division of grades obtains. Not all subjects and parts of subjects are taught each quarter, the following being offered twice a year instead of four times: Chemistry, physics, ancient and mediæval history, modern history.

On completion of the high-school course, with not fewer than sixteen units, the pupil receives the high-school diploma, and is promoted to the normal school.

The order of subjects during the four years of the high-school course is as follows:

THE EXTENSION DEPARTMENT

In order to extend the services of the Normal School into extra-mural fields, this department has been established. Its facilities are available to students in absentia and only to those who are engaged in school work. The present activities of the department are as follows:

- Employment Bureau.
- Instruction at Institutes.
- Addresses at Educational Meetings.
- Individual Advice to Teachers.
- Extra-mural Classes.
- Correspondence Study.

Employment Bureau—In order to assist parish superintendents and other school officials in finding trained teachers and to aid the graduates of the Normal School in obtaining satisfactory positions as teachers, the employment bureau was established in 1912. Since that time more than two thousand teachers have been placed through the bureau.

The committee in charge consists of the President, the secretary and Mrs. L. C. McVoy. The members of the committee endeavor to keep in close touch with conditions prevailing in different parts of the State and are alert to the needs and requirements of the several superintendents of the

State. The bureau invites the school officials of Louisiana to furnish information as to rules and regulations applying to teachers in their parishes.

When calling for teachers all necessary information should be supplied by the school official, particularly the following: Grade or kind of work to be done; probable number of pupils in room; number of teachers in the school; salary; price of board and distance of boarding houses from school; training required, whether normal graduate or holder of first, second or third-grade certificates; experience required, if any; social regulations concerning week ends; age, religious denomination, etc.

Teachers registering with the bureau are required to give the following information on cards supplied for the purpose:

| | |
|------------------------|-------------------------|
| Name | Normal Course Pursued |
| Home Address | |
| Date Normal Graduation | |
| Graduate of | High School |
| Work Preferred | Years Experience |
| Location Desired | Number of College Hours |
| Minimum Salary | Date |
| Special Qualifications | |

The fee charged teachers registering with the bureau is \$1.00, which goes to defray the cost in stationery, postage, printing, telephone messages and telegrams. If any balance remains on hand at the end of the year, it is paid over to the Alumni Loan Fund and is lent to needy students attending the Normal School. The committee receives no compensation for its services.

Instruction at Institutes—The Normal School is ready to render any service within its province to parish superintendents in their annual or monthly institutes. When invited to do so, the school sends out faculty members to discuss live educational questions or to give instruction. Among the subjects that have been presented at institutes in recent years

are the following: Primary methods, model lessons in the first grade, teaching geography, science in high school, efficiency in teaching arithmetic, important school laws, the schools in their relation to the war, the principles of muscular movement writing, lessons in writing, what normal training means, the teaching of English, the American and German systems of education compared, etc.

Applications for this service should be addressed to the President of the school, and this should be done as far in advance of the meetings as may be possible. The parish school boards are expected to defray the necessary traveling expenses of the instructors sent to them.

Addresses at Meetings—In their educational campaigns and general meetings of teachers parish superintendents and school boards are frequently in need of the services of educators who can speak with authority on certain popular phases of public education. To meet this need the Normal School sends out speakers from among the members of the faculty. Care is exercised in responding to such calls to appoint those faculty members who are best qualified to render the service desired.

Individual Advice—Teachers and others engaged in public school work in Louisiana are invited to utilize the services of the Normal School in the way of friendly counsel and professional advice and assistance. Difficulties arise in school management and class-room control and in the teaching process, concerning which teachers may desire to know what approved practice prescribes, or problems may develop which are not covered by the teacher's training and experience. In such cases, the extension department invites inquiry and offers the facilities at its command without charge.

Extra-mural Classes—For the convenience of teachers in the larger centers who desire to add to their scholarships this phase of extension work has been established. Like corre-

spondence study, it offers teachers the opportunity of obtaining professional training and college hours while they are in service, and to do so at moderate cost.

To obtain this service classes of not fewer than ten must be formed; the fee of \$10.00 per unit course must be paid in advance by each member of the class; the approval of the superintendent must be obtained, and a suitable place of instruction must be provided by the class.

The classes are required to meet every other Saturday for two hours, and not fewer than twelve sessions of each class must be held before the final examination is given. During the week following a meeting of the class, each member is required to report on the work assigned for that week. Where the courses offered are to count as credits on the normal diploma or the A. B. degree, the full amount of work that is done by normal students in residence will be required of the members of extra-mural classes.

Until further announcements are made, extra-mural classes will be held only at points easily accessible from Natchitoches. If the work is offered in places remote from the Normal School, it may be necessary to require that two classes in related subjects be organized in order that the increased traveling expenses may be met.

Not all subjects of the normal curriculum can now be taught in extra-mural classes. Following is a list of subjects in which instruction is offered: Psychology, general method, school laws and management, history of education, method in secondary education, child study, American and European history, advanced Latin, American and English literature, college algebra and trigonometry.

CORRESPONDENCE STUDY

The growth and development of the public-school system of Louisiana and the progressively increasing scholarship required of high-school teachers demand that the facilities and opportunities for study be extended as widely as possible.

The State Normal School, whose special and sole function it is to train teachers for the public schools of Louisiana, has felt this demand and has sought to meet its responsibility as adequately as the means at its command have permitted.

Accordingly, to meet in a new way the demand existing in Louisiana for advanced scholarship on the part of teachers in service, the State Normal School established correspondence study during the session 1917-1918 as a part of its Extension Department. During the year 1918-1919 the work was broadened by the addition of several courses to those already offered. The number of students taking correspondence work in January, 1919, was twenty-seven.

It is not the purpose of correspondence study to discourage study in residence. Quite the contrary, it is believed that many who thus become interested in furthering their professional standing will be led to avail themselves of residence study. In residence the student comes into personal contact with teachers and a large body of students. The constant contact with scholarly and cultured people has always been looked upon as a prime factor in the rounded education of young people.

However, to quote the *University of Texas Bulletin*, “. . . correspondence study offers substantial advantages. In correspondence instruction the teaching is entirely individual; each student, no matter how difficult or how lacking in aggressiveness, comes into individual relation with the instructor in a way impossible in the crowded class-room. He recites the whole of every lesson with a consequent advantage to himself that is obvious. Full opportunity is given to discuss all difficulties in writing, and this written discussion in itself affords valuable training. Further, a correspondence student is not hampered by the usual time regulations; he may take up a study at his convenience without awaiting the fixed date of a college term.”

Scholarship Requirements—All correspondence courses are of collegiate grade; hence, to be eligible to receive normal or

college credits for work done by correspondence, the applicant must meet at least the entrance requirements of the school. These requirements are, briefly, graduation from an approved Louisiana high school or the equivalent. The full entrance requirements of the Normal School are given elsewhere in this catalog.

Teachers seeking enrollment as correspondence study students must have a standing in the records of the institution. Applicants who have never attended the school and who have no such standing are first required to submit the necessary credentials to the registrar, in order that they may be classified.

Textbooks—Textbooks may be obtained from the Normal bookstore at publishers' prices plus postage. For postage and for the price of books not priced in this catalog, the student should make sure to enclose a sufficient amount. Any excess will be returned in stamps with the book. At the end of a course, the student may return the textbook to the bookstore, and if it is found to be in good condition, seventy-five per cent of its selling price will be refunded. Address communications concerning textbooks to the Normal bookstore.

Books from the library are sent to correspondence students by the librarian at the request of the instructor, and are to be returned in good condition at the student's expense. Students should note the date on which the books are to be returned, which is stamped on the page next to the back cover. A fine of five cents per day is imposed for holding a book beyond that date.

Credits—Each correspondence course is equivalent to the corresponding residence course, and therefore contains a definite amount of work. The unit value of each course is given below. Completion of a unit course entitles the student to a credit of three semester hours ($1\frac{1}{2}$ college hours).

Rules and Regulations—The fee for correspondence study is \$10.00 for each unit course, and \$5.00 for each half-unit

course, payable in advance. The student is required to enclose postage for each communication from the teacher.

Not more than one-fourth of the work required for graduating from the Normal School may be done by correspondence.

No courses are offered in subjects requiring laboratory work.

No elementary courses in foreign languages are offered.

Not more than one unit in practice teaching may be earned by correspondence.

A student may begin a course for which he is prepared at any time, but not take more than two courses at one time.

Students are expected to complete the courses for which they enroll within one academic year, nine months.

A student who, for any reason, does not report either by lesson or by letter within a period of ninety days may thereby forfeit his fee and right to further instructions in the course.

In order to secure credit for a correspondence course the student must pass a final examination on it within thirty days from the time he finishes the lesson work. Examinations are given at the Normal, or elsewhere under supervision approved by the Normal, preferably the superintendent of the parish where the student resides.

All correspondence work is in charge of a committee of the faculty: Dr. Cooley, Mr. Guardia, Miss Raymond. All communications in regard to correspondence work should be addressed to the State Normal School, but marked *Correspondence Study*.

General Directions—Select the course which you desire to take and write the State Normal School, Correspondence Study, enclosing the fee for instruction. Write the Normal bookstore, enclosing price of textbooks and enough to cover postage. (Any amount over cost and postage will be returned in stamps with the book.) The teacher who is to supervise the course will at once send out the first list of questions and special directions.

Go to work systematically. A little work each day is better than a large amount crowded into a single sitting. Attack

the hard parts again and again. Meditate, organize. Remember that "genius develops in solitude." Do not ask anyone for help—except your teacher. Do not show your papers to anyone—*they are strictly private and should be so treated.*

Having done your best, report to your teacher, in neat, worthy form. Outline, or in some other way organize each lesson, as a basis for frequent reviews. These reviews may profitably be made after you have sent in a recitation and before you have received the next set of questions. *Keep at it. Do not be discouraged.*

Having reviewed carefully all lessons preparatory to taking the final examination, present yourself promptly before the person who is to conduct the examination. Have plenty of your own paper, a well-filled fountain pen, a pencil in reserve. The examination should take three hours. Go over the material carefully before handing it to the supervising authority, to whom you should present, with your papers, a stamped, document size, envelope addressed to your teacher. The supervisor encloses your papers with his certificate of supervision, and mails both. Within a week or ten days you should receive from your teacher a statement as to the final result of the course.

CORRESPONDENCE COURSES OFFERED

- Agriculture 4. Southern Field Crops.
- Agriculture 5. Animal Husbandry.
- Education 3. Principles of Teaching and General Method.
- Education 5. Principles of Secondary Education.
- Education 6. Comparative Secondary Education.
- Education 7. School Laws of Louisiana and Classroom Management.
- Education 8. The History of Modern Education.
- Education 9. The History of Ancient Education.
- Education 11 or 12. Teaching.
- Education 21. Teaching a Rural School.
- Education 30. A First Course in Teaching and School Management.
- English 2. Grammar and Teaching of Grammar.
- English 3. English Composition and Literature.
- English 4. Survey of English Literature.

- English 5. Survey of American Literature.
English 8. Romantic Poetry (Browning, Shelley, Keats).
English 10. Development of the Drama.
English 12. Modern Drama.
Fine Arts 1. Perspective (half unit only).
French 8. History of French Literature.
French 9. Classical French Drama.
French 10. The French Novel.
French 11. The Short Story.
Latin 1. Vergil (Books I and II).
Latin 2. Vergil (Books III, IV and VI).
Latin 3. Ovid and Livy (Book III).
Latin 5. Sallust and Cicero: Gateline and Laelius de Amicitia.
Latin 7. Method of Teaching Latin.
Manual Training 5 and 6. Mechanical Drawing.
Mathematics 1 and 2. College Algebra.
Mathematics 3. Trigonometry.
Mathematics 5. Analytical Geometry.
Mathematics 9. Teaching Arithmetic.
Natural Science 1. Physiology.
Natural Science 2. Hygiene and Sanitation.
Natural Science 3. School and Social Hygiene.
Physical Science 1 and 2. Geography.
Social Science 1 and 2. Modern European History.
Social Science 3. United States, 1829 to 1900.
Social Science 6. The World War.
Social Science 18. Rural Sociology.

SUMMER SCHOOL FOR TEACHERS

Jointly with the regular two-year and four-year courses offered by the State Normal School there is held annually a summer school under the auspices of the State Board of Education. This school covers eight weeks, six days per week. All recitations are held during the forenoon, the daily assembly taking place at 10:10 A. M. Laboratory courses in home economics and the sciences, canning and shop work are offered at convenient hours in the afternoon. Story telling and addresses by educators from Louisiana and other States are scheduled after the evening meal.

The purpose of the summer school is to meet the needs of the following classes of students: 1. Teachers in service who desire to prepare for examination in order to raise the grades of their certificates from third to second or second to first. 2. High-school graduates and others who wish to prepare for examination by studying the theory and art of teaching, reviewing the subjects on which they are to be examined, and earning certificates of credits. 3. Teachers who desire to have their certificates extended.

All summer-school students who do satisfactory work receive a certificate of credits which has a value of 6% at examination. Such certificates, if not used at examination, may be employed in extending one's certificate for a period of one year.

In the summer school, courses are offered in all subjects on which applicants for first and second-grade certificates are examined. These subjects are arithmetic, algebra, geometry, English grammar, geography, United States history, spelling, penmanship, physiology and hygiene, civil government of Louisiana and the United States, and the theory and art of teaching. Students who, for special reasons, desire to take normal work along with their summer-school subjects may do so if they can show adequate preparation for such work.

The textbooks used in the summer school are the Louisiana adopted series. While these are on sale either at the Normal bookstore or the official school-book depository in town, all students are urged to bring their textbooks from home.

The daily program of the summer school is so arranged as to offer the greatest latitude in the selection of one's course. All subjects are offered in two or more sections, the more popular ones being offered in five or six sections scheduled at different periods throughout the school day.

Persons interested in the Summer School should write for the Summer-School pamphlet, which gives fuller information on the subject.

THE TWO-YEAR NORMAL SCHOOL

ENTRANCE

1. Graduates of approved high schools are admitted to the first term of the two-year and four-year courses.

2. The number of high-school units required to be offered for admission by such graduates is sixteen.

3. High-school graduates offering for admission fewer than sixteen units must make up such deficiency in the normal or high school.

4. High-school graduates entering with one or more units in excess of the number required for graduation will be granted two advanced normal units, provided their high-school courses covered not fewer than nine semesters ($4\frac{1}{2}$ years).

5. Graduates of high schools that are on the tentative list of the State Department of Education are admitted on the same unit basis as those of approved high schools.

6. All high-school graduates applying for admission to the Normal School must bring and present, not their diplomas, but their high-school graduation cards, duly signed by the high-school inspector.*

7. Graduates of denominational and private schools and academies of Louisiana are admitted on the same unit basis as those of approved Louisiana high schools, provided such academies are on the list of accredited secondary schools of the State Department of Education.

8. Graduates of recognized high schools of other States than Louisiana are admitted on a unit basis.

9. Graduates of all schools other than approved Louisiana high schools, seeking admission to the Normal School, must present, at the time of entrance, a copy of their secondary school or college records, made out in such form that their work may be easily evaluated. This requires that the following

*NOTE.—On account of delays in the delivery of baggage, these cards should be carried in purses or handbags, and not in trunks.

information be supplied in the transcript of their high-school course, to-wit:

1. Subjects studied.
2. Textbooks used.
3. Number of weeks each subject was studied.
4. Number of recitations per week.
5. Length of recitation periods.

10. Holders of first grade certificates (teachers' licenses) applying for admission are given a credit of twelve high-school units, with an additional unit for each session of nine months taught by the applicant. In no case, however, is the applicant credited with more than sixteen high-school units on his first-grade certificate and experience.*

11. Students of less attainment than high-school graduation are not admitted into the professional courses of the Normal School. Such applicants are first required to complete their course in the normal high school.

12. Applicants for admission who have done college work after high-school graduation may be given a higher classification than the first term of the first year. To enter the third term, such applicants must offer twelve college hours, including three hours in psychology; and to be classed as second-year students, they must offer eighteen college hours, including three hours in psychology and three in the principles of teaching or general method.

APPROVED HIGH SCHOOLS AND THEIR PRINCIPALS—1918-1919

| | |
|---|---|
| Acadia—Crowley, J. W. Mobley; Ebenezer, A. H. Barnes; Iota, A. V. Smith; Morse, J. N. Spangler; Rayne, J. H. Harrell; Estherwood, W. W. Thom. | Allen—Kinder, M. C. Pickrel; Oak- dale, R. E. Bright; Oberlin, ---; Elizabeth, Miss Neville Hamp- ton. |
|---|---|

*Note.—To avoid delays in classification, the applicant must present his certificate and record of experience (properly certified by his superintendent) at the time of entrance.

Ascension—Donaldsonville, R. S. Vickers; Dutchtown, L. J. Babbin; Gonzales, W. T. Bryan; Oak Grove, G. J. Wise (Hope Villa).

Assumption—Labadieville, Henry Fleury; Napoleonville, F. A. Stayer.

Avoyelles—Bordelonville, T. L. Wilbanks; Bunkie, L. A. Smith; Cottonport, D. T. Barland; Evergreen, Wm. Freshwater; Mansura, C. C. Payne; Marks-ville, C. E. Laborde.

Baton Rouge, East—Baker, Miss Angele Williams; Baton Rouge, Miss Reine Alexander; Central, J. D. Woodward (R. F. D., B. R.); Deerford, J. A. Bond; Pride, R. V. Evans; Zachary, Mrs. R. W. Legueneec; Seventh Ward, A. F. Boyd (R. F. D., B. R.).

Baton Rouge, West—Brusly, Miss Isabelle Dubroca.

Beauregard—De Ridder, A. E. Mackey; Merryville, E. J. Brown.

Bienville—Arcadia, F. D. Graves; Bienville, J. G. Hicks; Bryce-land, J. K. Baker; Castor, J. C. Burson; Gibsland, L. M. Phil-lips; Ringgold, Miss Mary Mims; Saline, C. D. Greer.

Bossier—Benton, Miss Dora E. Gibson; Bossier City, C. C. Ken-nedy; Haughton, W. E. Simp-son; Plain Dealing, R. W. Eggleston.

Caddo—Belcher, ----; Shreveport, A. Bogard; Vivian, S. S. Thomas.

Calcasieu—De Quincy, L. E. Broyles; Lake Charles, J. H.

Funderburg; Sulphur, J. D. Bartlow; Vinton, J. M. Smith; Westlake, S. P. Arnette.

Caldwell—Clarks, C. W. Craft; Columbia, B. Tubre; Grayson, J. J. McKeithen.

Carroll, East—Lake Providence, Ward Anderson.

Carroll, West—Forest, J. W. Dun-gan; Oak Grove, J. B. Wise; Pioneer, W. Y. Hiter.

Catahoula—Harrisonburg, D. M. Doughty; Jonesville, A. C. Palmer.

Claiborne—Athens, L. E. Martin; Haynesville, C. B. Griffiths; Homer, Thos. B. Wiggins.

Concordia—Monterey, ----; Vi-dalia, B. S. Hamner

De Soto—Grand Cane, L. A. Sho-lars; Logansport, J. A. Daven-port; Longstreet, S. M. Shows; Mansfield, J. E. Caldwell; Peli-can, Spencer Phillips; Stonewall, J. L. Jordan; Wallace (Mine-ral), M. H. Judd.

Evangeline—Mamou, F. V. Láu-ney; Pine Prairie, M. H. Bard-well; Ville Platte, V. L. Dupuis.

Feliciana, East—Clinton, D. M. Brewer; Jackson, Miss Ophelia Stone.

Feliciana, West—St. Francisville, Miss Lily Dupre.

Franklin—Winnsboro, C. L. Mack-ey; Gilbert, S. N. Chennault.

Grant—Colfax, J. T. McKinnon; Georgetown, W. T. Norman; Pol-lock, Miss Clara Scott; Verda, A. E. Hooker; Montgomery, ----

Iberia—Jeanerette, L. R. Tilley; Loreauville, O. B. Adams; New Iberia, C. M. Bahon.

Iberville—Plaquemine, H. J. Smith; Shady Grove, W. S. Bliss (Rosedale); White Castle, I. C. Spencer.

Jackson—Ansley, Geo. A. Odom; Eros, W. C. Jordan; Jonesboro, V. L. Brumfield; Weston (Jonesboro), D. S. Byrnside; Beech Springs, S. O. Bayne (Quitman).

Jefferson—Gretna, Miss Helen Cox.

Jefferson Davis—Elton, T. E. Mixon; Jennings, E. A. Crowell; Lake Arthur, C. P. McClanahan; Roanoke, P. L. Read; Welsh, W. A. McGuff.

Lafayette—Carenero, J. A. Gibson.

Lafourche—Lockport, W. H. Miller; Raceland, J. C. Blanchard; Thibodaux, L. L. Broussard.

La Salle—Jena, R. B. Prestridge; Olla, J. M. Osteen; Urania, E. M. Plummer.

Lincoln—Choudrant, F. W. Walker; Dubach, Bert Warren; Simsboro, E. W. Doran.

Livingston—Denham Springs, A. A. Sibley.

Madison—Tallulah, W. S. McKay.

Morehouse—Bastrop, E. D. Shaw; Mer Rouge, P. W. Byrd.

Natchitoches—Asbland, M. S. Robertson; Campti, C. E. Hooper; Goldonna, O. C. Roemer; Martha-ville, T. L. Story; Robeline, I. T. Rutledge; Provencal, C. G. Killen.

Ouachita—Calhoun, A. W. Breen; Monroe (City), E. L. Neville; Ouachita Parish, Jack Hayes (Monroe).

Pointe Coupee—Morganza, L. E. Scally.

Rapides—Alexandria, S. M. Brame; Boyce, L. S. Rugg; Cheneyville, L. A. Sims; Forest Hill, G. B. Baldrige; Glenmora, C. B. Turner; Lecompte, W. M. Morrison; Poland (Magda), J. N. Toole; Tioga, S. J. Smith.

Red River—Coushatta, C. B. Swift; Hall Summit, R. L. Branton (Coushatta).

Richland—Delhi, B. F. Mitchell; Rayville, J. E. Humphries.

Sabine—Florien, G. C. Reeves; Many, L. R. Nunn; Noble, P. E. Odom; Pleasant Hill, Mrs. J. W. Cunningham; Zwolle, W. M. Shaw; Oak Grove, W. M. Caskey (Converse).

St. James—Lutcher, R. P. Lowry; Romeville, ----; St. James, H. L. Bourgeois.

St. John—Edgard, E. M. Wallank; Reserve, Wm. J. Bennett.

St. Landry—Eunice, H. A. Buie; Grand Prairie, J. E. Alexander (Catara); Melville, Milton H. Stinson; Opelousas, W. C. Per-rault; Washington, J. B. Aycock.

St. Martin—Breaux Bridge, ----; St. Martinville, W. S. Edwards.

St. Mary—Franklin, F. D. Gosse-rand; Morgan City, L. A. Law; Patterson, P. C. Rogers, Jr.

St. Tammany—Covington, A. J. Park; Slidell, Thos. H. McAfee.

Tangipahoa—Amite, W. A. Sismore; Hammond, W. J. Dunn; Independence, T. B. Pugh, Jr.; Kentwood, Paul Weiss; Poncha-toula, J. M. Carpenter.

Tensas—St. Joseph, A. M. Hendon.

Terrebonne—Houma, O. H. Breidenbach; Bourg, Miss Thelma L. Zelenka.

Union—Bernice, J. Van Sant; Farmerville, W. W. Bennett; Marion, Miss Alma Burk.

Vermilion—Abbeville, G. W. Gresham; Gueydan, C. E. Ives.

Vernon—Bellevue (Leesville), J. H. McCollister; Fullerton, S. L. Taylor; Hornbeck, J. S. Jen-

nings; Leesville, J. G. Moore; Pitkin, A. H. Nanney; Rosepine, J. P. Lynch.

Washington—Bogalusa, F. C. Ratliff; Franklinton, J. I. Covington; Sunny Hill, J. A. Weakley.

Webster—Cotton Valley, W. B. Smith; Doyline, H. R. McCullough; Minden, C. H. Young; Spring Hill, ----

Winn—Atlanta, J. M. Emmons; Dodson, Miss Bettie Nolen; Winnfield, J. L. Liggin.

Louisiana State University—Demonstration H. S., H. L. Garrett (Baton Rouge).

JUNIOR HIGH SCHOOLS

Caddo—Shreveport, J. R. DeMoss.

Franklin—Baskin, Miss Magnolia Thom.

Lafayette—Broussard, ---; Lafayette, R. L. Jordan; Scott, H. B. Alleman (R. F. D., Lafayette)

Valsin Benoit; Youngsville, P. H. Maraist.

Lincoln—Ruston, H. E. Townsend.

Tangipahoa—Natalbany, ----; Roseland, W. A. Peters.

SCHOOLS ASKING FOR APPROVAL

HIGH SCHOOLS

Assumption—Bellerose, C. J. Robertson.

Claiborne—Summerfield, Kindall E. Ball.

De Soto—Lula, W. B. Brewer (Lenoir).

Oak Grove, J. T. Fowler (Logansport).

East Feliciana—Slaughter, G. W. Hanchey.

Iberville—St. Gabriel, J. L. Harbourn.

Jackson—Chatham, C. L. Shell.

Red River—Fairview-Alpha, P. T. Treadwell.

St. Mary—Centreville, E. M. West.

Washington—Mt. Hermon, W. H. Burns.

JUNIOR HIGH SCHOOLS

Claiborne—Lisbon, H. F. Killen; Millerton, B. F. Clark (Haynesville).

De Soto—Hunter, P. O. Robinson; Bethel, W. E. Simmons (Grand Cane).

Jefferson—Kenner, H. F. Smullin; Westwego, Miss Stella Worley.

Rapides—Ball, W. H. Johnson; Echo, Miss Esther Washburn; Lamourie, J. M. Delaney; Pineville, S. W. Tudor.

St. Tammany—Mandeville, Miss Eleanor W. Rayne.

PRIVATE PREPARATORY SCHOOLS

(Accredited by the Louisiana State Board of Education.)

Chenet Institute, New Orleans, La.
College of Immaculate Conception, New Orleans, La.
Holy Cross College, New Orleans, La.
Home Institute, New Orleans, La.
Lorton Preparatory School, Houma, La.
Newman Manual Training School, New Orleans, La.
Poydras Academy, New Roads, La.
Rugby Academy, New Orleans, La.
Sacred Heart Academy, Convent, La.
Sacred Heart Academy, Grand Coteau, La.
Sacred Heart Academy, New Orleans, La.
Sisters of Divine Providence, Alexandria, La.
Sisters of Divine Providence, Natchitoches, La.
Spencer's College, New Orleans, La.
St. Joseph's Commercial Institute, Donaldsonville, La.
St. Paul's College, Covington, La.
St. Vincent's Academy, Baton Rouge, La.
Ursuline Academy, New Orleans, La.

OTHER ENTRANCE REGULATIONS

1. Teachers should be strong men and women, physically, mentally and morally. Weakness in any of these respects disqualifies applicants for admission.
2. Young men and women applying for admission to the first year of the two-year or the four-year course must have completed their sixteenth year.
3. Every applicant for admission must present a certificate of good health and freedom from deformity. A blank for this purpose is found in the back of this catalog.
4. Persons in a low state of health are not admitted, nor are applicants of frail physique, defective eyesight, impaired hearing, tubercular tendency or marked deformity.
5. Applicants who have been exposed to contagious diseases

will not be admitted or re-admitted without a certificate from a reputable physician, stating that danger of communication has disappeared.

6. Applicants for admission must present certificates of good character signed by the parish superintendent, a high-school principal, the sheriff, clerk of court, or district judge.

7. Pledge. Students receiving free tuition sign the following pledge:

I hereby declare my intention to attend the State Normal School until graduated, and solemnly promise to teach in the public schools of Louisiana for at least one year immediately after graduation.

(Signed)

The pledge is not construed to require continuous attendance. Many of the best students attend for only one or two terms at a time, then teach for a while to earn money for the remainder of the course.

Honorable release from the obligation may be obtained from the President on account of inability to do the required work, failure of health or eyesight, pecuniary necessity, or family bereavement, or by payment of tuition fees for terms of attendance.

8. Students from other States have the same privileges as Louisiana students, provided they promise to teach in Louisiana or pay the tuition fees.

9. Students who do not intend to teach and who desire to avail themselves of the many educational opportunities offered by the Normal School, may elect courses which do not lead to graduation upon payment of a tuition fee of \$15 per quarter. Teachers of the public school may also elect courses for which they are prepared without paying any tuition charge.

QUARTERS AND YEARS

1. The scholastic year, beginning at the opening of the summer quarter of each year, covers four quarters or terms, to-wit: summer, fall, winter and spring.

2. These quarters are twelve weeks in duration, excepting the summer, which is ten weeks.

3. During the fall, winter and spring quarters, recitations are held five days weekly; during the summer quarter, six days weekly.

4. Hence, each quarter contains sixty school days.

5. During the spring, summer and fall quarters, recitations begin at 8:00 A. M.; the winter, at 8:30 A. M.

6. The two-year normal course comprises two sessions of thirty-six weeks, or six quarters of twelve weeks. The four-year professional course covers, in addition, two full sessions of thirty-six weeks.

7. Under the new regulations, the term to which high-school graduates are admitted is known as the first term.

8. Students may enter the Normal School at the opening of any of the four quarters.

UNITS AND CREDITS

1. A **Normal Unit** represents sixty recitations of 55 minutes duration, equivalent to $1\frac{1}{2}$ college hours, or three semester hours. All practical and laboratory work, including sewing, cookery, experimental work in the botanical, zoological, agricultural, bacteriological, physical and chemical laboratories, and in dairy, field, garden and poultry yards, is estimated on the basis of two for one.

2. A **High-School Unit** is understood to represent one hundred and eighty recitations of 40 minutes' duration, with laboratory work counted half time, or two for one.

3. A **Penmanship Credit** is given for one term of satisfactory work in penmanship, taken 55 minutes daily.

4. A **Literary Society Credit** is awarded to each member of any of the literary societies who attends ten sessions during the quarter and earns one heavy and two light credits. The societies meet weekly on Saturday evenings.

5. **A Library Credit** is earned by taking ten scheduled lessons in library instruction.

6. **An Athletic Credit** represents three one-hour lessons taken weekly during a quarter either in indoor or outdoor gymnastics or athletics. Students making varsity teams are allowed two credits per quarter.

7. **A Music Credit** is allowed to every normal student in the school of music who does satisfactory work for one quarter in any department of instruction in the school of music. Such a credit is equivalent to a half normal credit, and under certain regulations is counted as such.

8. **Teaching Credits**—The credits granted for practice teaching are based on the amount of work and time required for preparing the lesson plans, teaching the class, attending critiques, and grading class papers. Accordingly, $1\frac{1}{2}$ units are allowed for teaching high-school history, algebra, geometry, botany, zoology, physics or chemistry; $\frac{1}{2}$ units for writing, music, drawing and gymnastics, and 1 unit for all other subjects.

PREREQUISITES

The principle of prerequisites should be carefully observed and followed in the pursuance of one's course. All prerequisites are noted in the outlines of the several department courses. Thus Education 1 is a prerequisite of Education 2; and Education 3 of Education 4. Hence, during the first year, each student should take Education 1 during the first quarter (1—1); Education 2 during the second quarter (1—2), etc.

Regard should also be had to the principle of sequence of subject matter. In order to avoid injudicious choice in the matter of free electives, students should seek the advice of the heads of the departments in which their majors are found.

THE TWO-YEAR CURRICULUM

PRESCRIBED SUBJECTS

Except as elsewhere noted, students entering the Normal School in the first term of the first year are required to take the following subjects during their two-year course:

| | |
|---------------------------------------|---------|
| Education 1, 2, 3, 7, 10, 11, 12..... | 7 units |
| English 1, 2, 3, 6..... | 4 units |
| Mathematics 9 | 1 unit |
| Natural Science 1..... | 1 unit |
| Penmanship 1, 2..... | 1 unit |
| Social Science 5 | 1 unit |
| Physical Science 1..... | 1 unit |

Total prescribed subjects..... 16 units

Note.—Students who make a full unit in physical education may offer this as one of the twenty-four units required for graduation.

High-school graduates who, on entrance, offer a unit in secondary arithmetic may substitute some other unit subject in lieu of Mathematics 9.

The vocational course in home economics is prescribed and will be found described on pp. 90 and 91.

The prescribed subjects should be taken in a definite order, so far as the daily program permits. As a guide to first and second-year students, the table printed below is offered. The double numerals indicate the year and the term in which each subject should be taken; for instance, 1—1 or 1—2 indicates that a subject should be taken during the first or second term of the first year; 2—2 or 2—3 means that it should be scheduled in the second or third term of the second year.

| | | | |
|--------------------|------------|-------------------------|------------|
| Education 1 | 1—1 or 1—2 | English 2 | 1—2 or 1—3 |
| Education 2 | 1—2 or 1—3 | English 3 | 1—3 or 2—1 |
| Education 3 | 1—3 | English 6 | 2—1 or 2—2 |
| Education 7 | 2—1 or 2—2 | Mathematics | 1—2 or 1—3 |
| Education 10 | 2—1 | Natural Science 1..... | 1—1 or 1—2 |
| Education 11 | 2—2 | Penmanship | 1—1 to 1—3 |
| Education 12 | 2—3 | Physical Science 1..... | 1—3 or 2—1 |
| English 1 | 1—1 or 1—2 | Social Science 5..... | 2—2 or 2—3 |

ELECTIVE SUBJECTS

In order to allow the student a fair measure of latitude in making out his course, eight of the twenty-four units required for graduation have been made elective. In certain cases the number of electives may be increased to ten, but only with the permission of the committee on studies. In choosing his electives, the student must follow a definite plan; that is, if he intends to prepare for primary work, his electives must be chosen from the group of electives suggested for primary teachers.

The elective subjects should be taken early in the course, as they are not, as a rule, offered every term. The student who delays pursuing these subjects until he reaches the higher terms may have difficulty in scheduling his course. The required subjects are offered every term, and usually in two or more sections; so it is comparatively easy to schedule them in any term.

COURSES SUGGESTED

Every student of the school is required to decide, during the first term of his attendance, which department of public-school work he wishes to prepare for, and to select a course adapted to that end. To assist students in making an intelligent selection of his elective subject, these have been, after careful consideration, divided into groups and listed under the several courses described below. The student who wishes to prepare for service in any department of school work is required to choose his electives from the subjects suggested for that line of work.

Course for Primary Teachers—The large demand always existing for teachers in the lower grades makes this a popular course. The practice teaching of students in this course is done, as far as possible, in the first, second and third grades of the practice school. The course includes all prescribed sub-

jects and eight electives chosen from the following list: Education, 4, 14; English, 15; Fine Arts, 1, 2, 3; Music, 1, 2, 3; Natural Science, 2, 3, 4.

Course for Intermediate Teachers—In this course students are assigned, in their practice teaching, to the common-school subjects of the intermediate grades. The eight elective subjects of the course must be selected from the following list: Education, 14, 25; English, 5, 15; Fine Arts, 1, 2, 3; Music, 1, 2, 3; Natural Science, 2, 3, 4, and Agriculture, 3 (School Gardening).

Course for Teachers of Grammar Grades—Here the practice teaching is limited to the grammar grades of the practice school. Electives: Education, 8, 25; English, 5, 8, 9, 14; Fine Arts, 1, 2; Music, 1, 2; Natural Science, 2, 3; Physical Science, 2; Social Science, 3, 6, 12; Agriculture, 3 (School Gardening).

Course in Rural Education—The demand for trained rural teachers is increasing year by year. In many parishes such teachers receive annual salaries ranging from fifty to two hundred dollars more than do teachers of equivalent training who are employed in town schools. The electives of the course are chosen from the following subjects: Agriculture, 2, 3; Education, 21; Manual Training, 7; Natural Science, 2, 4; Social Science, 4, 14, 16, 18.

With the approval of the committee on studies, students of this course may substitute Social Science 3 or Natural Science 3 for Mathematics 9.

Supervisors Course in Music and Art—The purpose of this course is to train teachers of music and art for approved high schools and supervisors of these subjects in city systems of schools. While relatively few schools have heretofore provided systematic instruction in these subjects during recent years, there is to-day a clearly discernible tendency to incorporate them into the grade and high-school curricula.

The practice teaching in this course includes one term each in music and art. With the approval of the committee on studies, Education 7, Physical Science 1, and Social Science 5 may be replaced by three units earned in the School of Music. All students of the course, however, are required to earn at least one such unit during the first year of their course. The electives of the course are to be chosen from the following: Art, 1, 2, 3, 4, 5, 6, 7; Music, 1, 2, 3, 4, 5, 6, 7.

Course for Teachers of Agriculture—Students who complete this course are entitled to teach agriculture and related subjects in high schools having agricultural departments of B grade. They are also qualified, if they had sufficient farming experience, to fill positions as agricultural demonstration agents.

Students pursuing this course are required to take the prescribed subjects of the two-year curriculum and eight units from the following list: Agriculture, 1, 2, 3, 4, 5, 6; Manual Training, 7; Education, 18; Social Science, 12, 14, 16 and 18. Substitutions for Natural Science 1 and Social Science 5 may be permitted by the committee on studies.

Course for Teachers of Manual Training—Young men who intend to teach manual training in graded and high schools should take, besides the prescribed subjects of the two-year curriculum, the following: Manual Training, 1, 2, 3, 4, 5, 6; Mathematics, 1 and 3. Two units in social science or in agriculture may be substituted for Natural Science 1 and Physical Science 1.

Course for Grade Teachers of Household Arts—This course is intended to meet the requirements of students who desire to qualify as teachers of elementary domestic science and art in graded and consolidated schools at the same time that they are receiving their training as grade teachers. Besides the prescribed subjects it should include the following: Home Economics, 20, 21, 25, 26, 28; Fine Arts, 4, and Social Science, 12 and 16.

VOCATIONAL COURSE IN HOME ECONOMICS

This course is intended to meet the needs of women who desire to prepare as teachers of home economics in the approved high schools of Louisiana or as demonstration agents and supervisors of home economics. Students completing the course are qualified, under the regulations obtaining in the State, to teach home economics in schools having Smith-Hughes departments as well as in all other high-school departments of home economics.

Entrance—Only students who have completed the home economics course in high school or who have had an equivalent training are eligible to pursue the Vocational Course in Home Economics. Applicants must, besides, satisfy all other entrance requirements of the school. Students of less attainments than high-school graduation and those who, at entrance, offer fewer than four units in home economics, are required to make up the deficiency in the Normal High School.

Home Economics Departments—Under the supervision of the State Department of Education, official departments of home economics have been organized in more than one hundred and seventy-five high and junior high schools. Miss Cleora Helbing is State Supervisor of Home Economics. Following is a list of the schools of Louisiana having such departments, to-wit:

Acadia Parish—Crowley, Ebenezer, Rayne, South Crowley (Crowley).

Allen Parish—Kinder, Oakdale, Oberlin.

Ascension Parish—Donaldsonville, Dutchtown, Hope Villa.

Assumption Parish—Labadieville.

Avoyelles Parish—Bunkie.

Baton Rouge, East—Baton Rouge, Baywood, Harelson, Pride, Seventh Ward (B. R., R. F. D.), U. D. H. S., Zachary.

Baton Rouge, West—Brusly.

Beauregard Parish—DeRidder, Dry Creek, Longville, Merryville, Singer, Sugartown.

Bienville Parish—Arcadia, Bienville, Gibsland.

Bossier Parish—Bossier City.

Caddo Parish—Belcher, Shreveport, Shreveport Jr., Vivian.

Calcasieu Parish—DeQuincy, Sulphur, Vinton, Westlake.

Caldwell Parish—Clarks, Grayson.



CLASS IN COOKERY

- Carroll, East—Lake Providence.
- Carroll, West—Calvit (LeFay), Forest, Kilbourne, Oak Grove, Pioneer.
- Claiborne Parish—Homer.
- Concordia Parish—Monterey, Vidalia.
- DeSoto Parish—Benson, Grand Cane, Hunter, Logansport, Lula (Lenoir), Mansfield, Oak Grove (Logansport), Pelican, Stonewall, Wallace (Mineral).
- Evangeline Parish—Chataignier, Turkey Creek, Vidrine.
- Feliciana, East—Clinton, Jackson.
- Feliciana, West—Angola, St. Francisville.
- Franklin Parish—Central (Delhi R. F. D.), Gilbert, Winnsboro.
- Grant Parish—Colfax, Georgetown, Montgomery, Pollock, Verda.
- Iberia Parish—Jeanerette, New Iberia.
- Iberville Parish—Plaquemine, Shady Grove (Rosedale), White Castle.
- Jackson Parish—Ansley, Beech Springs (Quitman), Chatham, Eros, Jonesboro, Weston (Jonesboro R. F. D.).
- Jefferson Parish—Gretna.
- Jefferson Davis Parish—Jennings, Welsh.
- Lafayette Parish—Broussard, Carenco, Milton, Scott, Verot (Lafayette R. F. D.), Youngsville.
- LaSalle Parish—Jena, Olla, Urania.
- Lincoln Parish—Choudrant, Dubach, Hico, Ruston, Simsboro.
- Livingston Parish—Maurepas, Walker.
- Madison Parish—Tallulah.
- Morehouse Parish—Bastrop.
- Natchitoches Parish—Goldonna, Robeline.
- Ouachita Parish—Calhoun, Ouachita Ph. (Monroe).
- Rapides Parish—Alexandria, Boyce, Cheneyville, Forest Hill, Glenmora, Poland (Magda), Tioga.
- Red River Parish—Coushatta, Hall Summit (Coushatta).
- Richland Parish—Delhi, Rayville.
- Sabine Parish—Converse, Many, Noble, Oak Grove (Converse), Pleasant Hill, Zwolle.
- St. Bernard Parish—Arabi.
- St. James Parish—Lutcher.
- St. John Parish—Edgard, Reserve.
- St. Landry Parish—Eunice, Grand Prairie (Catara), Opelousas.
- St. Martin Parish—St. Martinville.
- St. Mary Parish—Centerville, Franklin, Morgan City.
- St. Tammany Parish—Covington.
- Tangipahoa Parish—Amite, Cheshbrough, Hammond, Kentwood, Loranger, Natalbany, Ponchartroula.
- Tensas Parish—St. Joseph.
- Terrebonne Parish—Blanchard, Donner, Montegut.
- Union Parish—Bernice, Farmerville, Lillie, Linville, Marion.
- Vermilion Parish—Abbeville, Gueydan.

Vernon Parish — Bellevue (Leesville), Fullerton, Hornbeck, Leesville, Pitkin, Rosepine, Simpson.

Washington Parish — Bogalusa
Franklinton, Mt. Hermon, Sunny Hill.

Webster Parish — Cotton Valley, Minden, Spring Hill.

Winn Parish — Atlanta, Dodson, Winnfield.

City of Lake Charles—Lake Charles.
City of Monroe—Monroe.

The Curriculum—All subjects of the course are prescribed. Substitutions can only be made with the approval of the President, and in no case is a substitution allowed in lieu of any subject in home economics or education. The subjects of the course are listed below. The figures in the first column indicate the number of hours per week given to classroom lectures and recitations. Those in the right-hand column show the number of hours which must be spent in laboratory and practical work.

CLOTHING AND TEXTILES

| | | | |
|--------------------|---|---|----|
| Home Economics 2. | Elementary Garment Making----- | — | 10 |
| Home Economics 3. | Infants' and Children's Clothing----- | — | 10 |
| Home Economics 4. | Drafting and Dressmaking----- | — | 10 |
| Home Economics 1. | Textiles----- | 5 | — |
| Home Economics 15. | House Planning, Decoration and Costume Design ----- | 3 | 4 |

FOODS AND MANAGEMENT

| | | | |
|---------------------|-----------------------------|---|---|
| Home Economics 10. | Food Study and Cookery----- | 2 | 6 |
| Home Economics 11. | Foods and Cookery----- | 2 | 6 |
| Home Economics 12. | Dietetics----- | 2 | 6 |
| Home Economics 17. | Home Management 1----- | 5 | — |
| Home Economics 18. | Home Management 2----- | 2 | 6 |
| Physical Science 6. | Inorganic Chemistry----- | 3 | 4 |
| Physical Science 8. | Organic Chemistry----- | 3 | 4 |
| Physical Science 9. | Food Chemistry----- | 2 | 6 |
| Natural Science 1. | Physiology ----- | 5 | — |
| Natural Science 15. | Bacteriology----- | 2 | 6 |

EDUCATION

| | | | |
|---------------|--|---|----|
| Education 1. | Psychology ----- | 5 | — |
| Education 2. | Psychology and Educational Psychology----- | 5 | — |
| Education 3. | Principles of Teaching----- | 5 | — |
| Education 16. | Method in Home Economics----- | 5 | — |
| Education 31. | Practice Teaching ----- | — | 10 |



TWO QUARTERLY GRADUATING CLASSES

NON-VOCATIONAL

| | | |
|--------------------------------------|---|---|
| English 3. English Composition | 5 | — |
| English 16. Practical English | 5 | — |
| Social Science 12. Economics | 5 | — |
| Social Science 16. Sociology | 5 | — |

Order of Subjects—Students pursuing the course in home economics should, as far as possible, carry on their work in the order indicated below:

FIRST YEAR

| First Term | Second Term | Third Term |
|------------------------|-----------------------|-----------------------|
| Home Economics... 1 | Home Economics... 3 | Home Economics...10 |
| Home Economics... 2 | Fine Arts 7 | English 3 |
| Natural Science... 1 | Education 1 | Education 2 |
| Physical Science ... 6 | Physical Science... 8 | Physical Science... 9 |

SECOND YEAR

| First Term | Second Term | Third Term |
|----------------------|----------------------|---------------------|
| Home Economics... 11 | Home Economics...12 | Home Economics... 4 |
| English 16 | Home Economics...17 | Home Economics...18 |
| Education 3 | Education 16 | Education31 |
| Natural Science...15 | Social Science... 12 | Social Science...16 |

GRADUATION

1. The requirements for graduation are two: satisfactory completion of the course of study and development of an acceptable degree of skill in teaching and control. They are equally indispensable; no amount of scholarship can take the place of teaching power, and no facility in teaching can atone for poor scholarship.

2. Candidates for graduation from any of the two-year courses, excepting home economics, must offer the following credits, to-wit:

| | |
|---------------------------|-----------|
| Prescribed subjects | 16 units |
| Elective subjects | 8 units |
| Literary societies..... | 4 credits |
| Library methods..... | 2 credits |

3. A grade not lower than P must be made in not fewer than eighteen of the twenty-four unit subjects required for graduation.

4. Four classes are graduated each year, but commencement exercises are held only at the close of the spring quarter, at

which time diplomas are awarded to all graduates of the preceding twelve months.

At the close of each of the other quarters, brief graduation exercises are held, at which the outgoing class is received into the Normal Alumni Association. On these occasions distinguished educators and public men are invited to address the graduates.

5. Students who complete the two-year normal course receive the Normal diploma.

The Normal Diploma—The diploma of the Louisiana State Normal School is, under the provisions of legislative enactments, a license to teach in any public school in Louisiana. Covering a full two-year course beyond graduation from approved high schools, it represents thirty-six session (college) hours or seventy-two semester hours.

Under the regulations of the Louisiana State Board of Education now in force the normal diploma qualifies the holder to teach in the junior high schools of the State as well as in the common schools. The diploma issued to students who complete the vocational course in Home Economics is a license to teach in senior high schools having official departments of Home Economics, including the new Smith-Hughes departments. Completion of the two-year course in music and art also entitled the normal graduate to teach these subjects in senior as well as junior high schools. The course in agriculture, which includes eight units in agriculture and rural school subjects, qualifies teachers for positions in agricultural high schools of B grade.

The normal diploma is valid for a period of five years from the date of its issue. It is renewable every fifth year by the Board of Administrators of the Normal School, "upon satisfactory evidence of success, progress and good character." Furthermore, the normal diploma entitles its holder to such degree of preference in his application for a position in the public schools of Louisiana as may be deemed wise and expedient by the State Board of Education.

THE FOUR-YEAR PROFESSIONAL CURRICULUM

In response to the steadily growing demand for qualified high-school teachers and on account of the insufficient supply of such teachers, the Louisiana State Normal School established a four-year professional course on March 4, 1918. This course, leading to the bachelor's degree, is so organized as to allow of ample specialization, thus enabling students to prepare for service in any department of high-school instruction excepting commercial branches.

Under the regulations of the Louisiana State Board of Education, high-school teachers entering the service after the session 1918-1919 will be required to have a credit of forty-eight college hours. For each succeeding year, new teachers will be required to offer four additional college hours. Graduates of the two-year normal course are allowed thirty-six college hours on their diplomas. As six college hours can be earned during one quarter (12 weeks), normal graduates who intend to qualify as high-school teachers for the year 1919-1920 will be required to attend two full quarters after their normal graduation; and for the year 1920-1921 an additional quarter.

GENERAL INFORMATION

1. The four years of the professional course are each divided into three terms of three months.
2. The years and terms are designated by two numerals, the first indicating the year, the second the term. Thus the second term of the fourth year is designated 4—2.
3. Each year contains 180 school days, and each term 60 school days.
4. All unit subjects are covered by sixty recitations. Subjects in which fractional units are offered cover fewer than sixty recitations.

5. Unit subjects are taught daily, five days per week.
6. The daily recitation periods are fifty-five minutes in duration.
7. A normal unit, earned by successfully completing a unit course, is equivalent to fifty-five-hour recitations, and represents one and one-half college (session) hours or three semester hours.
8. Students are permitted to carry not more than four unit subjects per term. Hence, during the three terms of any year, twelve normal units or eighteen college hours may be earned.
9. Students who have completed the four-year course and are candidates for the degree must offer forty-eight normal units, equivalent to seventy-two college hours.
10. Applicants for admission to the first year of the four-year professional course must be graduates of approved high schools with a credit of sixteen high-school units, or they must show equivalent attainments by properly certified records.
11. Graduates of the two-year normal course are admitted on their diplomas to the third year of the professional course.
12. The principle of prerequisites must be carefully observed and followed in pursuing one's course. All prerequisites are noted in the syllabi of courses appearing under "Departments of Instruction," pp. 97 to 144.
13. Regard should also be had to the principle of sequence of subject matter. In order to avoid injudicious choice of free electives, students are required to confer with the heads of the several departments in which their majors are found.

PREScribed SUBJECTS

All students of the four-year professional school are required to take certain prescribed unit subjects. Of the total forty-eight unit subjects, twenty-four are prescribed and twenty-four are elective.

The prescribed subjects of the four-year course are as follows:

| | |
|-----------------------------------|----------|
| Education 1 to 3 and 5 to 13----- | 12 units |
| English 1, 2, 3, 6, 9, 11----- | 6 units |
| Social Science 5, 6, 16----- | 2 units |
| Mathematics 9----- | 1 unit |
| Natural Science 1----- | 1 unit |
| Penmanship ----- | 1 unit |
| Physical Science 1----- | 1 unit |
| Total prescribed subjects----- | 24 units |

Under certain conditions students of the four-year course may be permitted by the committee on studies to substitute a related subject in place of a prescribed subject.

ELECTIVES

1. The twenty-four electives of the four-year course must be found in not more than four departments of instruction.

2. Of the twenty-four electives not fewer than eight must be taken from each of two departments. These constitute one's majors.

3. The remaining units of the forty-eight required of candidates for the degree are known as free electives, and should be grouped into two minors, selected with the advice of the heads of the departments in which the majors are found.

4. If the departments of instruction in which one's majors are found contain one or more prescribed subjects, such subjects may be counted as part of the majors. In that event, the number of free electives is proportionately increased.

5. In the selection of subjects to make up one's majors some latitude is allowed. Thus, the biological sciences and chemistry may form part of one's course who majors in agriculture.

6. Upon matriculating in the four-year professional school the student is required to consult the heads of the departments in which he desires to specialize. Advice will be given concerning the subjects which should be selected to make up the two majors; and information will be given as to the nature of other subjects and suggestions offered in regard to related and profitable electives to make up one's course.

COURSES FOR HIGH SCHOOL TEACHERS

Since all Louisiana high schools follow the departmental plan of instruction, students in the four-year school should, by the beginning of their second year, decide definitely on the departments of instruction for which they desire to qualify and should plan their courses accordingly. When selecting the departments in which their majors are to be found, students should give consideration to such combinations as are commonly made in the organization of high schools. Science and Mathematics or Latin and English are not infrequent combinations; French and Latin, however, are very seldom taught by the same high school teacher.

In choosing his two major electives it is very important that the student should give the question due consideration. He may have decided definitely on one line of work but have little preference as to the other. In this case he should choose his second elective so as to have a combination which meets the usual present practices in Louisiana. In fact, he should hesitate to make any combination for which there is likely to be little or no demand. With the above statements in mind the following combinations are suggested as desirable:

English and Social Science

Science (Physical or Natural) and Mathematics

English and Latin

English and French

Latin and Mathematics

It is not meant, however, that other combinations than the ones here suggested cannot be made in planning one's course.

DEGREE

Under the term of act 173 of the General Assembly of Louisiana for the year 1918, the State Normal School will confer the degree of Bachelor of Arts on all students completing the four-year professional course. No student can become a candidate for the degree who has been in attendance at the school for less than nine months or three terms.



EAST HALL
PRESIDENT'S COTTAGE

DEPARTMENTS OF INSTRUCTION

AGRICULTURE

MR. GRAYBILL

1. Soils. 1 unit

The origin, formation and kinds of soils, their properties, and the principles and practices of tillage, fertilization, drainage and irrigation are taught in this course. There is included also a study of the types of soils existing in Louisiana, of their adaptability for crop productions and their relation to the agriculture of Louisiana, and of methods of improving their fertility. Textbook: *Lyon, Flippin & Buckman's Soils*.

Fall quarter. Room B 12.

Recitations, 3 hours; laboratory, 4 hours.

Laboratory fee, \$1.00.

2. Horticulture 1. 1 unit

This course includes studies and practice in plant propagation, selection and improvement; the cultivation of large and small fruits; and the control of diseases and insect enemies of plants. Part of the course is given to a consideration of flowering and ornamental plants and the improvement of home and school grounds. Textbook: *Fuller's Small Fruit Culturist*.

Winter quarter. Room B 12.

Recitations, 3 hours; field and laboratory, 4 hours.

Laboratory fee, \$1.00.

3. Horticulture 2. 1 unit

This is a teacher's course in gardening. The aim is to give to the student an appreciation of the value of the garden as an adjunct to the school and an aid to the instruction and normal development of children. There is given enough work in the actual management of hotbeds, cold frames and garden plots to develop a knowledge of the principles which underlie successful gardening and to give experience in the execution of such work. The subject of disposing of the product by dehydration or canning or otherwise is taken up in a very practical way. Plans and methods for organizing and conducting garden work among school children are studied in this course. Textbook: *Rolf's Sub-Tropical Vegetable Gardening*.

Spring quarter. Room B 12.

Recitations, 2 hours; garden and laboratory, 6 hours.

Laboratory fee, \$1.00.

4. Southern Farm Crops.

This course is designed to give the student such a knowledge of the common crops of the South as will make possible a material enrichment of instruction in the various subjects usually taught in the rural school. The study comprises a brief history of crop productions and a classification of economic crops according to use. Corn, rice and other cereals, legumes, including peanuts, sorghums and other forage crops, sugar cane and cotton are studied with reference to their origin and history, botanical character and relationship, improvement of the plant, climate and soil requirements of the crop, growing, harvesting and storing or marketing of the crop, and control of insect pests, fungus diseases and other enemies. In the study of the growing of a certain crop the student notes the relation which root development, stalk growth and consumption of moisture bear to planting and cultural practice, and the relation of cultivation to weed control and the conservation of moisture. The principles and practice of crop rotations, crop acreages, yields and values for Louisiana as compared with other States, and crop prices and crop movements in the large markets receive discussion. Much excellent collateral material supplements the text. The completion of this course gives the student a more intelligent appreciation of many important activities of rural people. Textbook: Duggar's *Southern Field Crops*.

Spring quarter. Room B 12.

Prerequisite: Agriculture 1.

Recitations, 4 hours; laboratory, 2 hours.

Laboratory fee, \$1.00.

5. Animal Husbandry.

1 unit

In this course the various types and breeds of farm animals are studied with reference to their development, their adaptability, and their importance in the agriculture of Louisiana. The management of live stock under southern conditions is an important topic in the course. Special effort is made to equip the student for active participation and leadership in the several common forms of organized effort for live stock development. The student becomes familiar with breed characteristics and with methods of conducting young people judging contests. Textbook: Plumb's *Types and Breeds of Farm Animals*.

Fall quarter. Room B 12.

Recitations, 4 hours; laboratory, 2 hours.

Laboratory fee, \$1.00.

6. Dairying and Poultry Husbandry. 1 unit

a. The sanitation production and handling of milk and farm butter, the testing of milk, methods of creaming, keeping dairy records, are the topics here studied.

b. The breeding, incubation, brooding, feeding and general management of farm poultry are studied in the second half of the quarter. The utility of the different breeds is carefully presented. Special attention is given to the organization and management of poultry clubs among young people. Textbooks: *Eckles' Dairy Cattle and Milk Production*; *Lewis' Productive Poultry Husbandry*.

Summer quarter. Room B 14.

Recitations, 3 hours; laboratory, 4 hours;.

Laboratory fee, \$1.00.

EDUCATION

1. Psychology 1. 1 unit

The first part of this course covers those facts contributed to modern psychology by biology, anthropology and physiology. These facts give the student the viewpoint for an intelligent comprehension of the science of human behavior. Generalized facts from biology reveal themselves in such laws as the Lamarkian and Weismann theories of the transmission of characters; the Mendelian laws of inheritance and the survival of "the fittest." A brief survey of the antiquity of man throws light upon his great social and moral progress which is paralleled in the life of the child. A close study of the effects of inheritance and environment upon intelligent behavior is made in connection with that of the nervous system.

The last part of the course takes up the study of the ideational processes, preparing the student for her study of methodology. The text is supplemented by library readings. Textbook: Pillsbury's *Essentials of Psychology*.

Every quarter. Room 15.

Room 17.

Miss Newell.

Dr. Cooley.

2. Psychology 2. 1 unit

This course follows in general the arrangement of subject matter given in the text. Some chapters, however, are supplemented by library readings involving the most recent inventories of original nature, the laws of learning, the psychological facts upon which the curve of learning is built as well as those for the curve of the distribution of a function in a group. Fatigue and individual

differences are also studied with reference to the effect upon the learning processes. Textbook: Judd's *Psychology*.

Every quarter. Room 15.

Miss Newell.

Prerequisite: Psychology 1.

3. Principles of Teaching.

1 unit

This course begins the study of the child's natural method of getting knowledge, the nature of his early knowledge, and the use he makes of it. This leads to a consideration of what teaching needs to be, its aims and method, the types of lessons, and the planning of each type. To make these studies as concrete as possible frequent visits are made to the rooms of expert teachers, where the inductive, deductive, appreciation and drill lessons are demonstrated. After each observation the student discusses the teacher, the children, the relation between them, and the type of lesson observed. Other topics studied in this course are: The physical welfare of children; purposes of and conditions necessary for a good recitation; assignments; teaching children how to study; questions, and class control. Textbooks: Strayer's *Brief Course in the Teaching Process*; McMurphy's *Method of the Recitation*.

Every quarter. Room 25.

Mr. Whisenhunt.

Prerequisite: Psychology 1.

4. Methods in the Primary Grades.

1 unit

This is a course in present-day methods for the first, second, and third grades. Methods in reading, language, literature, nature study, phonics, spelling, number and construction are discussed, illustrated, compared and criticised. Reports on methods used in leading school systems are discussed.

Every quarter. Room 26.

Miss Teegarten.

Prerequisites: Education 1, 2, 3.

5. Principles of Secondary Education.

1 unit

A study of the purposes and history of secondary education forms the introduction to this course. Consideration is then given to the nature and needs of adolescent boys and girls. From these studies are derived the principles which determine the subjects to be studied in the high school, the qualifications of high school teachers, and the method of high school instruction. Attention is then given to the causes and prevention of failures, retardation, and elimination of high school students. Seeking solutions for these problems, the psychology of high school subjects, methods of developing and maintaining mental hygiene of the adolescents, and teaching high school boys and girls how to study, are some

of the fields of thought surveyed. Textbook: Judd's *Psychology of the High School Subjects*.

Summer and winter quarters. Room 25.

Mr. Whisenhunt.

Prerequisite: Six units in Education.

6. Comparative Secondary Education.

1 unit

This is a general introduction to high school education. The same grade of work in European schools is taken up, with aims, methods, teaching force, salaries, tenure of office, class and sex distinctions. American schools are traced through the academy and the union school to the firm establishment of the high school by the Kalamazoo decision. Then follows a study of these topics: Co-education; growing freedom from college control; broadening of the curriculum to meet democratic needs; the junior high school; vocational guidance; the Fitchburg plan, and continuation schools; fraternities, moral and religious education; the business side of the high school, and relation to the common school; the California plan; the high school as a social center; club, guilds, art and music circles; parents' meetings. An attempt is made to keep the course in close touch with Louisiana rural and village conditions where the majority of teachers find service. Textbooks: Hollister's *High School Administration*; Johnston's *The Modern High School*.

Spring quarter. Room 17.

Dr. Cooley.

7. School Laws and Management.

1 unit

This course is made up of two parts; classroom management and the constitutional provisions and legislative enactments relating to education in the State of Louisiana. The course in classroom management deals chiefly with the following topics: Classroom routine, habit formation, the opening day and preparation for it, the daily program, fatigue, sanitary measures bearing on efficiency, punishment and discipline, attendance, attention, the Batavia system and the testing of results. Collateral readings.

The course in school laws covers those laws of the latest compilation which bear directly on the work of the teacher in and out of the classroom. Among these are: Articles of the Constitution relating to education; the general school law of Louisiana; the compulsory attendance law; manner of issuing bonds and voting special taxes; Sixteenth Sections as sources of school revenue; sanitary regulations concerning the schools; and laws relating to higher education in Louisiana. Textbooks: Bagley's

Classroom Management; Louisiana School Laws, latest compilation;
Sanitary Code of Louisiana.

Every quarter. Room 10.
 Room 17.

Mr. Roy.
 Dr. Cooley.

8. History of Modern Education.

1 unit

The educational meaning of the Renaissance is shown by a brief sketch of what the world of thought had lost from the pre-Christian days to the fifteenth century. The revival of letters is traced through their reduction to mere form, and the development of the disciplinary conception of education. The Reformation is studied as the inception of universal, State controlled education. The counter Reformation is viewed as a tribute to the effectiveness of education as a means of social control, and as the beginning of the modern teaching orders. Attention is called to the debt of secular education to the Christian Church in its various forms. The growing distrust of formal education and the demand for a more rational method is traced through the great education reformers: Milton, Montaigne, Bacon, Comenius, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, and Horace Mann. This gives the student a background for the appreciation of modern practical problems. American education is sketched through the early period, the development of the academies, the founding of colleges, the struggle for female education, and the expansion of education in the West. Education in the South is studied with its historic background in view, so that present problems are sympathetically understood. The course ends with a brief survey of the educational history of Louisiana, and forces now at work. Textbooks: Monroe's *Brief Course in the History of Education*; Dexter's *History of Education in the United States*; Hoyt's *Studies in the History of Modern Education*.

Summer and winter quarters. Room 17.
 Prerequisite: Education 1, 2, 3.

Dr. Cooley.

9. History of Ancient Education.

1 unit

Chinese education is taken as a type for early civilized people, conscious of the past through literature. Such literature perpetuates culture by means of a school and a teaching class. Much attention is given to Greek education, as here civilization reached its highest pre-Christian level. The thought problems of our day were clearly foreshadowed by the Greeks. Their plan of education is suggestive to us. "No other phase of educational history has more significance for the student, or will better repay consideration of the means and methods adopted for securing the end." Jewish education and Roman education are studied to note their contribu-

tion to the Christian Church through fusion with thought elements from the Greeks. As the Church became the custodian of education, its activities are traced through the early schools, monastic foundations, scholastic controversies, founding of universities, and thus to the time of the Renaissance. Textbooks: Monroe's *Brief Course in the History of Education*; Monroe's *Source Book*.

Summer, fall, and spring quarters. Room 17. Dr. Cooley.

Prerequisites: Five units in Education.

10, 11, 12. Practice Teaching.

$\frac{1}{2}$ to $1\frac{1}{2}$ units

As part of the Training Department of the Louisiana State Normal School, a practice school, having a full complement of grades from the first of the elementary school to the fourth high school year, is maintained to afford teaching experience to normal students. In each grade the course is planned to correspond with that of the State system, and the public school course of study is strictly followed, but the work is elaborated and broadened through diligent study and consecrated effort on the part of the critic teachers in charge.

The faculty of the practice school consists of a training teacher, an assistant training teacher, a principal and seven critic teachers. These critic teachers are in charge of the actual work of teaching and closely supervise the work of the student teachers. No effort is spared either by critic or student teachers to make the instruction in the training school effective and to bring it up to the standard.

The Practice School is peculiarly the normal student's laboratory. Here he observes the classroom work of its critic teacher. This is done under proper supervision and direction. At the critiques, pedagogical principles involved in the lesson of the day are discussed, thus affording a practical application of facts and principles studied in psychology and methods.

After a course of three months in the study of methods and in observation, the student begins his practice teaching, and this is continued daily for nine months. The students of the three higher classes, to whom all practice teaching is restricted, are divided into groups and are assigned to the critic teachers for periods of three months.

Two periods of fifty-five minutes, the third and fifth, are given daily to practice teaching. Each period is divided into twenty-five-minute halves, and every practical teacher is required to teach a class daily. Prior to teaching a given topic or subject every practice teacher is required to submit a lesson plan to his critic teacher. The plan is carefully read, errors are pointed out, and

suggestions made for improvement. When the plan is accepted by the critic teacher the practice teacher puts it into practice with his class. During the two periods given to practice teaching, all critic teachers observe the classroom work of their several practice teachers. At the first period of the following day, the practice teachers attend the critiques of their respective critic teachers. Here the work of the preceding day is carefully gone over, all excellent features are emphasized, errors in teaching are pointed out, corrections are suggested, and questions are answered. Once a week the head of the Training Department holds a general critique for unifying the work of the entire school and for emphasizing principles of importance.

Every quarter. Practice School.

Critic Teachers.

Prerequisites: Education 1, 2, 3.

13. Practice Teaching in High School.

1 unit

This course is to prepare men and women for the teaching of specific high school subjects. To accord with that purpose the student must practice the teaching of some one or more of his major subjects. The course should be taken within the fourth year's work so that the student may have an opportunity to test as much as possible of his academic and professional training in practice teaching.

Every quarter.

High School Teachers.

14. Child Study.

1 unit

The eugenetic movement is studied, that the prospective teacher may become a potent factor in her community in child welfare. An examination of current periodical literature relating to children is made. The standard books are read by members of the class and reported upon. Educational agencies for the pre-school years receive attention, such as habit formation, hygiene of the sense organs, moral and religious training. Training is given in tests of mentality, so that subnormal and supernormal children may be discovered in the early years of school, and appropriate treatment is taken up, that the variant responses to school subjects may be appreciated. The course should be taken by all primary course students. Textbook: Kirkpatrick's *Fundamentals of Child Study*.

Every quarter. Room 17.

Dr. Cooley.

Prerequisite: Education 1, 2, 3.

15a. Method in Public School Music.

$\frac{1}{2}$ unit

In this course the principles of public school music are considered in the light of modern educational tendencies. The prob-

lems of and material for each grade, including the high school, are thoroughly discussed. To ensure efficient teaching of the State's prescribed music course, the adopted series of textbooks, including the teachers' manual, is used as the basis of the course.

Winter and summer quarters. Room 27.

Miss Gray.

15b. Method in Fine Arts.

$\frac{1}{2}$ unit

A study of the general principles of art and of the reasons for and purposes of public school drawing; the special principles underlying art education in the public schools; the method of presentation of perspective, figure posing, landscape, etc., in the grades and in the high schools; the planning of drawing outlines for use in the public schools. Identical with Fine Arts 6.

Winter and summer quarters. Room 24.

Miss Haupt.

22. The Teaching of Public School Music.

$\frac{1}{2}$ unit

The Training School affords an opportunity to students for practice teaching in music. This is an application of principles taught in the required subjects, Music 1, 2, 6. By combining music with drawing or penmanship a full credit may be earned.

Every quarter. Practice School.

Miss Gray.

23. The Teaching of Art.

$\frac{1}{2}$ unit

This is a twelve weeks' course in teaching art in the grades of the Practice School. Like other courses in practice teaching, this one requires the preparation of lesson plans, which must be approved by the teacher of art. The classroom work of the practice teacher is done under the direction and supervision of the Department of Fine Arts.

Students taking this course are permitted to teach, during the same quarter, a class in public school music or penmanship, whereby they earn a full unit on their practice teaching. This course may be substituted for Education 11 or 12 on the list of required subjects.

Every quarter. Practice School.

Miss H. Haupt.

Prerequisites: Education 1, 2, 3, and Fine Arts 1, 2, 3, 4, 5.

16. Method in Home Economics.

1 unit

The history of the home economics movement and the development of this phase of education in its broadest aspects; the relation of home economics to the other branches of study in the elementary and secondary schools; subject matter and the standardized course in home economics; special problems in classroom management; writing lesson plans; planning the course of study;

illustrative material in teaching; and the study of equipment and its cost.

Every quarter. Room B 10.

Misses Weeks and Dickson.

Prerequisites: Six units in Home Economics and four in Education.

31. The Teaching of Home Economics.

1 unit

Every student is required, before graduation from the two-year course in home economics, to spend one period daily during an entire quarter in teaching home economics either in the grades or in the high school department of the Practice School. In addition to this, as much time as possible must be given to observation and preparation for the daily critique.

Each lesson taught by student teachers must have careful preparation and must be based on written plans submitted to and approved by the critic teachers in charge. Through actual practice under the guidance of experienced and sympathetic critic teachers, the observation of approved methods of teaching and the discussions in the daily critique, the student develops skill in the application of educational principles. The professional instruction received in the academic and pedagogical departments and the subject matter of home economics previously studied, are here crystallized into teaching experience.

Every quarter. Practice School.

Misses Weeks and Dickson.

Prerequisites: Education 1, 2, 3, 16; and seven units in Home Economics.

17. The Teaching of Science.

1 unit

The course is designed to prepare students to teach science in the high schools of the State. The methods of presenting the subject, the relation between laboratory and classroom work, the manner of writing and recording experiments, the selection of experiments adapted to secondary schools, and the making of simple apparatus for the demonstration table and for the laboratory, are carefully studied. Textbook: *Twiss' Teaching of Science*.

Summer quarter. Room B 39.

Mr. Fournet.

Prerequisites: Four units in Science and four in Education.

18. The Teaching of Agriculture.

1 unit

This course deals with the methods of presenting the subject, the relation of the school to the community in its manifold activities, the co-ordination of classroom, laboratory and field work, the equipment for teaching agriculture in graded and high schools,

and detailed plans for organizing and conducting boys' and girls' clubs and home project work. Textbook: Cromwell's *Agriculture and Life*.

Fall quarter. Room B 12.

Mr. Graybill.

19. The Teaching of French.

1 unit

This course is offered to students of advanced French who intend to teach the subject in the high schools of the State. It deals with the best methods of teaching the language, the use of French conversation in the classroom, the value and place of dictation, and the requirements of the adopted high school course. French phonetics, the constructive rules of grammar and the subtleties of the French language are presented.

Spring and summer quarters. Room 19.

Miss Hart.

20. The Teaching of Latin.

1 unit

A study of modern methods of teaching Latin, with reference both to subject matter and room equipment. Observation of Latin teaching in the high school is made under the direction of the teacher, followed by reports and critiques. Various texts are compared and references made to current classical magazines. Roman life and customs are studied as the basis for adding to the high school pupil's interest in Latin.

Spring quarter. Room 18.

Mr. Winstead.

Prerequisites: Latin 1 to 4.

21. Teaching a Rural School.

1 unit

The history of the rural school, present-day conditions in rural schools, teacher pay and tenure of office, changes taking place in rural conditions, present needs in the physical, industrial, social, moral and religious rural life, relation of the rural school to changing conditions, the function and scope of the rural school, the unit for administration and rural school supervision, are topics in this course. Types of rural schools, the one-teacher school, consolidation and standardization of schools, the equipment and preparation of the teacher, improvement of school houses and grounds, organization of school work and school pay, the course of study, the daily program, the school in relation to the activities of the community, preventive aids and corrective measures in discipline, teaching methods for the rural school branches and plans for redirecting the work of the school, all are studied carefully. The church, Y. M. C. A., and State and Federal educational organizations are considered as agencies which may assist the rural school in its work. The text is supplemented by an abundance of

helpful collateral material. Textbooks: Foght's *The Rural Teacher and His Work*; Cutter & Stone's *The Rural School, Its Methods and Management*; Carney's *Country Life and the Country School*.

Summer and winter quarters. Room B 12.

25. Educational Measurements.

1 unit

This is a study of the leading tests and scales employed in the measurement of educational results, together with their use. A brief survey of the development of educational standards is followed by a study of methods adopted in devising new tests and scales. While this course is intended for principals, supervisors and superintendents, teachers holding normal diplomas are eligible for admission to it. In view of the fact that the State Department of Education of Louisiana is now extensively utilizing certain standards and tests in measuring achievements in the public schools, this course will prove timely. Textbook: Monroe, DeVoss & Kelly's *Educational Tests and Measurements*.

Summer and spring quarters. Room 25.

Prerequisites: Seven units in Education.

26. School Administration and Supervision.

1 unit

This is a course intended to prepare advanced students to fill the position of parish superintendent. Normal and college graduates and high school principals and teachers are invited to take this course, consisting of the following:

a. School Administration. This subject is studied in its relation to the common and high schools of Louisiana, and from the standpoint of the parish superintendent. The school code of the State is used as a guide and as the basis of studies, discussions and collateral readings. Not only are the school laws interpreted and the duties and powers of the superintendents explained, but the broader phases are treated which make for higher efficiency in the superintendent's office. School finances, record, licensing of teachers, transportation of pupils, fiscal depositories, voting of school bonds and sixteenth sections are studied.

b. Supervision. This is recognized to-day as being the most important function of the parish superintendent's office, as it is the most highly professional. The following points receive special attention: The elements of effective supervision; plans and methods of supervision in Louisiana schools; efficiency and responsibility in selecting trained teachers; holding worth-while institutes. Chancellor's *Our Schools, Their Administration and Supervision is used as a guide*.

Summer quarter. Room 17.

Mr. Roy.

27. Elementary Supervision.*1 unit*

This course has for its purpose the preparation of supervision of elementary and grammar grades in urban and rural schools. The more thorough organization of the forces in the office of parish superintendents and the additional supervisors that will be employed in the several parishes as a result of the increased revenues of the public schools of Louisiana, make the training of grade supervisors one of the important new duties of the Normal School.

The course consists of the following: 1. A brief review of approved methods of teaching the common branches. 2. Observation under supervision of grade teaching done by critic and student teachers in the Practice School. 3. Critiques following such observation. 4. A study of and practice in the use of approved educational scales and measurements applicable to the common school branches.

Spring quarter. Room 25.

Mr. Whisenhunt.

Prerequisites: Education 1, 2, 3, 4, and two years' experience in teaching.

28. High School Supervision.*1 unit*

This course is added to the normal curriculum in anticipation of the demand for supervisors of high school work which will arise as a result of increased school revenues and of the need of bringing the teaching of high school subjects up to the highest grade of efficiency.

The course consists of lectures and discussions on methods in secondary schools as applied to the classroom and the laboratory, observation of teaching in the demonstration high school, critiques and discussions based on such observation and a study of and some practice in the use of scales and standards for measuring the efficiency of high school teaching.

Summer quarter. Room 17.

Dr. Cooley.

Prerequisites: A sufficient number of college hours to qualify for high school teaching and two years' experience in secondary schools; also Education 5, 6 and 25. Education 8, 9 and 27 should also precede this course.

30. Elementary Education.*1 unit*

This course is for those who have had no professional training, but are preparing to teach, or are now teaching. The personality of the teacher is first taken up—health, appearance, enthusiasm, voice, ideals. The following are then studied: Factors in the daily program, and simple problems in discipline; instincts and

their relation to education; attention; interest; imitation; suggestion; the illustration and assignment of lessons; special methods in reading and arithmetic; play; moral education; vocational guidance; school buildings and grounds; the teacher's relation to supervisors; the State and education. Textbooks: Phillips' *Fundamentals in Elementary Education*; McMurry's *Method of the Recitation*.

Summer quarter. Rooms 17, 25. Dr. Cooley. Mr. Whisenhunt.

40. Modern Philosophy.

1 unit

Philosophy is the necessary background of a comprehensive grasp of social problems, especially of education as the prime factor of social betterment. This course begins with a rapid survey of the problems in the fields of reality, knowledge, conduct. Rationalism, empiricism, materialism, idealism, pragmatism, are studied. English philosophy is traced through Locke, Berkley, Hume, to Spencer and the present-day writers. Continental philosophy is studied in the teachings of Kant, Fichte, Hegel, Schopenhauer, Nietzsche, and the thought currents which precipitated the World War. American philosophic thinking of the present is examined in the views of James, Royce, Dewey. The relation between philosophy and modern education becomes more apparent as the course proceeds. Textbooks: Russell's *First Course in Philosophy*; Rogers' *Students' History of Philosophy*; and Durant's *Philosophy and Social Problems*.

Summer quarter. Room 17.

Dr. Cooley.

Prerequisite: Twenty normal units.

45. Social Evolution.

1 unit

This course in education is designed to meet some of the needs of advanced students who are preparing to share the labors of our best educators in their attempts to meet the demands for a revitalized education in reconstructed America. The subject matter of the course is taken from the most recent works of present-day anthropologists, but it is presented from the educational viewpoint. The following are some of the topics treated: The geologic age of the earth, fossils, early human bones; the earliest known races of man and their native habitats; the psychological laws which have operated together with physical environment for the creation of the different cultures of different tribes and races; some modern educational problems arising from the amalgamation of races.

Summer quarter. Room 15.

Miss Newell.

ENGLISH

1. Reading 1. 1 unit

Correct pronunciation, proper and distinct articulation and enunciation, agreeable tone production, and voice placement constitute the major part of this course. Constant drill in reading and recitation aims at the correction of generally mispronounced words and the checking of bad habits in public speaking. The first four or five weeks are devoted to the study of those technical and philosophical principles that serve as a theoretical basis for the work. The literature memorized and delivered is quite varied, belonging to the classical as well as the popular class. Textbook: Fulton & Trueblood's *Practical Elocution*.

Every quarter. Room 14.

Mr. Alexander.

2. Grammar for Teachers. 1 unit

This course aims to give the student an exhaustive basis of grammar, intended to serve as a foundation for the teaching of the subject. It comprises (a) a thorough study of the English sentence in its various structural and rhetorical possibilities; (b) the construction and use of every part of speech; (c) sentence analysis and synthesis; (d) use of idioms; (e) relative comparison of English to Latin and Greek grammar; (f) disputed constructions, and (g) usage of the best speakers and writers. Textbook: Kimball's *English Sentence*.

Every quarter. Room 11.

Mrs. McVoy.

3. English Composition. 1 unit

This course is designed to correct bad habits in writing, to give constant practice in written composition, and to set up standards of good usage. A great deal of attention is given to the formal side of sentence and paragraph structure, to the principles of unity, coherence, and emphasis. Essays by well-known authors and articles in magazines are outlined and discussed; and the student is required to plan outlines for his own themes. Much stress is laid upon written work, and each essay or lesson written by the student is carefully corrected and returned with such comments as will be helpful. This course is a prerequisite for all English electives. Textbooks: Slater's *Freshman Rhetoric*; Wooley's *Handbook of Composition*.

Every quarter. Room 11.

Mrs. McVoy.

Every quarter. Room 14.

Mr. Alexander.

4. Survey of English Literature.

1 unit

A general survey of the gradual development of English literature from Beowulf to the twentieth century, from a historical, critical and first-hand literary viewpoint. Carefully selected masterpieces of all periods are studied and reported upon by way of written literary and critical appreciations based upon outlines especially designed for each type of literature studied. Besides, many minor works are gone over rapidly for the purpose of giving the student an impartial and thorough knowledge of each literary period, such as will serve him in presenting the subject to a class in an interesting and effective manner. Textbooks: Newcomer-Andrews' *Twelve Centuries of English Prose and Poetry*; Greenlaw's *Syllabus*.

Fall quarter. Room 14.

Mr. Alexander.

5. American Literature.

1 unit

A course which every patriotic American teacher should take. It gives the student a definite and appreciative knowledge of the masterpieces of American literature from the time of Captain Smith to the present day. The study is historical, critical, and literary, especially planned to bring out that distinctiveness and individuality of American writers which has won for them a unique place among the world's master authors. Particular attention is given to Southern writers, and extensive reading and reporting is required. Textbooks: Bronson's *American Prose*; Bronson's *American Poetry*; Cairns' *History of American Literature*.

Summer quarter. Room 14.

Mr. Alexander.

6. Reading 2.

1 unit

This course constitutes advanced work in reading and declamation, and offers an introduction to original speech making. Special attention is given to the refinement and proper control of the voice, to artistic delivery, flexibility, phrasing, pause, emphasis, and melody. Above all, the psychical development of the student is aimed at through the awakening of the soul element in him by means of an intelligent understanding and appreciation of the literature with which he comes in contact. This eventually leads to proper emotional expression and interpretation of it. The literature selected for this course is of a more elaborate and advanced character than that used in Reading 1. Textbook: Fulton & Trueblood's *Standard Selections*.

7. Prose Fiction.

1 unit

A study of the development of the novel with emphasis on the growth of types, including the historical novel, the novel of idealism, the socialistic and political novel, and the novel of realism. Attention is given to the short story as a separate type. Frequent themes are required and several novels must be read and reported on in class. Textbook: Bliss Perry's *Prose Fiction*.

Fall and summer quarters. Room 14.

Mrs. McVoy.

8. Romantic Poetry.

1 unit

Studies in Byron, Shelley, Keats and Wordsworth. This course purposes to give the student a clear conception of the gradual evolution of the modern or romantic school of poetry in England, in connection with the underlying causes of the movement. Particular attention is given to the masterpieces of the English romanticists with a view to bringing out the social, political, literary, and spiritual qualities therein. A number of written reports is required. Textbooks: *Shelley's Poems*; *Byron's Poems*; *Kent's Poems*; *Wordsworth's Poems*.

Winter and summer quarters. Room 11.

Mrs. McVoy.

9. Argumentation and Debate.

1 unit

A study of the best forms of argumentation, the drawing of briefs, and the preparation and delivery of debates. Argumentative speeches are studied. Textbook: Foster's *Argumentation and Debate*.

Spring quarter. Room 14.

Mr. Alexander.

10. Development of the Drama.

1 unit

This course is planned to give the student a bird's-eye view of the development of the drama from the time of the Greeks to Ibsen. The various representative characteristics in the constructive and philosophical make-up of each dramatic type are emphasized through the study of one play of each period. Reviews, critical estimates and analyses of plays required. Textbooks: Brander Mathews' *Development of the Drama*; and *Chief European Dramatists*.

Winter quarter. Room 14.

Mr. Alexander.

11. Shakespeare.

1 unit

The careful study of several plays with the main purpose of acquainting the student with Shakespeare's human philosophy and dramatic power. The study of Elizabethan conditions is com-

prised in the course. Textbooks: *Hamlet, King Lear, Richard III.*
Fall and spring quarters. Room 11. Mrs. McVoy.

12. Modern Drama.

1 unit

A course intended to give a more or less thorough acquaintance with the works of modern dramatists. Plays of representative French, Norwegian, Russian, English, and American playwrights are studied intensively and comparatively with a view of emphasizing the dominant technical and moral qualities of each group. Critical reporting and collateral reading are required. Textbook: Brander Mathews' *Contemporary Dramatists*.

Winter quarter. Room 14.

Mr. Alexander.

13. Modern Novel.

1 unit

Representative novels of to-day are studied. An effort is made to classify the writers, to show their relations to each other, and to mark the trend of the various movements. A portion of the time is given to the study of literary criticism.

Winter quarter. Room 14.

Mrs. McVoy.

14. Romantic Poetry 2.

1 unit

Studies in Tennyson and Browning. This course offers a critical study of selected works of these two poets. Parallel reading, writing reports, and essays form an important part of the work. Textbooks: Tennyson's *Poems*, Browning's *Poems, Selected*.

Spring quarter. Room 11.

Mrs. McVoy.

15. Literature for Children.

1 unit

The aim of this course is to select and study literature suitable for use in the grades. Attention is paid also to the selection of suitable stories for story telling and the best methods of presenting them to the pupils. Textbook: Olcott's *Children's Reading*.

Every quarter. Room 11.

Mrs. McVoy.

16. Practical English for Home Economics Course.

1 unit

This course is made as practical as possible. The work centers around the following topics: Note taking, records, minutes, reports; announcements, posters, programs, effective business letters, news letters and paragraphs for the papers; presenting and supporting an argument; conducting committee meetings and conferences; presiding at gatherings, introducing speakers; outlines and syllabi.

Prerequisite: English 3.

Winter quarter. Room 14.

Mr. Alexander.

17. Teaching High School English.*1 unit*

This course has a double aim. The first is to furnish the prospective high school teacher of English an opportunity for acquaintance with such classic literature as is generally taught in the high school, together with an intelligent organized conception of the various periods of English literature from the viewpoint of politics, society, religion, morals or any other factors that exert a moulding influence on the literary product of each respective age. The former is to be accomplished by means of a first-hand intensive study of the selected masterpieces, and the latter through a series of ten note "—" lectures. The second and more important aim is to provide the student a concrete and practical psychological basis for the teaching and effective presentation to a class, of each literary type studied. The authors studied are: Chaucer, Shakespeare, Milton, Dryden, Pope, Addison, Gray, Johnson, Goldsmith, Burns, Wordsworth, Coleridge, Scott, Shelley, Ruskin, Tennyson, Arnold. Textbook: Newcomber-Andrews' *Twelve Centuries of English Poetry and Prose*.

Summer quarter. Room 14.

Mr. Alexander.

FINE ARTS

MISS HAUPT

1. Perspective.*½ unit*

Parallel, rectangular, oblique and cylindrical perspective are taught, and the eye is trained to distinguish between appearance and facts of form. A note-book on sculpture and architecture must be prepared, covering briefly the work of the early Egyptians, Greeks and Romans; the Byzantine, Romanesque, Gothic and Renaissance periods. Textbook: Goodwill's *History of Art*.

Every quarter. Room 24.

2. Representative Drawing.*½ unit*

In this course, still life, landscape and figure posing, are taken up. The use of the mediums, pencil, crayon, blackboard and water-color is taught.

Every quarter. Room 24.

Prerequisite: Fine Arts 1.

Classroom work, 5 hours.

3. Industrial Art.*1 unit*

Identical with Manual Training 8.

4. **Applied Design 1, and Color Theory.** *1 unit*
 problems suitable for primary and elementary grades. Study of lines, space division and color in dress.
 Prerequisites: Fine Arts 1 and 2.
 Winter quarter. Room 24.
5. **Applied Design 2.** *1 unit*
 Advanced Representative Drawing. In this course design is further applied to block printing, stenciling, embroidering and poster work. Advanced work is also given in still life, figure posing, and landscape.
 Prerequisites: Fine Arts 1 and 2.
 Fall and spring quarters. Room 24.
6. **Method in Fine Arts.** *½ unit*
 Identical with Education 15f.
 Winter and summer quarters. Room 24.
7. **House Planning, Decoration and Costume Design.** *1 unit*
 The problems connected with the planning of the home are studied from the standpoint of the owner. Cost, convenience of arrangement of rooms, location of openings, and sanitary accommodations are considered; and simple outlines of house plans for the use of architects are made.
 The course in household decoration consists of the following: Spacing, arrangement and composition problems; harmony of color; taste in furniture; color schemes for different types of rooms; simplicity and harmony as guiding principles.
 Costumes of different types are designed, with special attention to harmony of color and simplicity of style. Dresses adapted to different occasions are discussed, and a consistent effort made to develop taste in dress and an appreciation of simplicity and appropriateness in apparel.
 Summer and winter quarters. Room 26. Miss H. Haupt.
 For student of Home Economics course. Fee \$1.00.

FRENCH

MISS HART

- 1, 2, 3. **Elementary French.** *1 unit each*
 Elementary French begins each year with the fall quarter. First-year French comprises teaching of sounds and drills in the

division of syllables to insure correct pronunciation from the beginning; French syntax, vocabulary, exercises in translation, both oral and written, and reading of easy modern prose. Textbook: Fraser and Squair's *Shorter French Course*.

Fall, winter and spring quarters, respectively; also French 2, summer quarter. Room 19.

4, 5, 6. Intermediate French.

1 unit each

The second year French begins from the second part to the end of Advanced Grammar, and comprises drills in irregular verbs; emphasis on idiomatic expressions; oral and written translations; original composition in letter and paragraph writing to emphasize the structural features of the language. The reading aims to give knowledge of important phases of French life and customs. Textbook: Fraser and Squair's *Advanced Grammar*.

Fall, winter and spring quarters, respectively; also French 5, summer quarter. Room 19.

7. History of France.

1 unit

This course presents an illustrated survey of the history of France, with use of maps, geography, reference books and magazines. Textbook: Augé et Petit's *Histoire de France*.

Summer and fall quarters. Room 19.

8. History of French Literature.

1 unit

This course is the prerequisite of courses 9, 10, 11 and presents a general survey of the French language, from its origin and its development through the centuries, to the present time. A history of French literature is used as a basis for the course, with short reports and collateral readings dealing with the political, artistic, literary and scientific activities of the French people during the principal periods of their literature. Textbook: Duval's *Petite Histoire de la Littérature Française*. Readings: Wright's *French Literature*, or Abry, Audic et Crouzet's *Histoire Illustrée de la Littérature Française*.

Winter quarter. Room 19.

9. Classical Drama.

1 unit

A preliminary survey of the theatre in French, with especial reference to the time of Corneille and Racine, is followed by a study of the ideas and dramatic construction of the stage from the nineteenth century to the present day. Tragedies to be read: Corneille's *Le Cid*; Racine's *Esther*; Voltaire's *Zaïre*; Hugo's *Hernani*; Rostand's *Cyrano de Bergerac*. Also selected comedies from Molière *Les Femmes Savantes* and *Le Bourgeois Gentilhomme*;

Beaumarchais' *Le Barbier de Séville*; Marivaux's *Le jeu de L'Amour et du Hasard*; Labiche et Martin's *Le Voyage de M. Perrichon*; Scribe's *Un verre d'eau*.

Spring quarter. Room 19.

10. French Novels.

1 unit

This course is devoted to the readings of French novels from the Romanticists and the Realists, with collateral criticisms and comments from lectures published and illustrated in "*Le Journal de l'Université des Annales politiques et littéraires*." The novels are selected from school editions of Chateaubriand, Lamartine, Hugo, Dumas, Balzac, Sand, Mérimée, Daudet, Anatole France.

Fall quarter. Room 19.

11. Short Stories.

1 unit

This course draws from the storehouses of Bible stories, *Fabliaux*, Fairy Tales, Legends, Contes de la Fontaine, Tales of France and of the Provinces, Short Stories from the Naturalists and Realists, such as Flaubert, Zola, de Maupassant, Coppée, Loti, France, Claretie. Supplementary comments are read from current French magazines.

Winter quarter. Room 19.

13. Teachers' Course.

1 unit

This course is identical with Education 19. See p. 107.

15. Conversational French.

1 unit

Under this title a class is offered to give a practical mastery of everyday French. Pronunciation is emphasized by drills and by simple directions based on phonetics; grammatical theory; intensive practice is given on the vocabulary made up of words and expressions likely to be most useful for practical purposes; in a word, the course omits unessentials, but drives hard on the live things in language study and aims to get substantial results. Outside preparation is left to the discretion of the student, but none is required. Textbook: Giese and Cerf's *Simplest Spoken French*.

Spring and fall quarters. Room 19.

16. Pronunciation of French.

½ unit

This course is not a technical one, yet it gives the elements of French phonetics based on the best international works on the subject. It aims, especially, to correct localism, loose ways of utterance and to emphasize the proper pronunciation of historical, geographical, biblical and proper names, as well as idiomatic expressions adopted by other languages. References on the subject are found in the library. Textbook: Broussard's *Elements of French Pronunciation*.

Summer and winter quarters. Room 19.

HOME ECONOMICS

1. Textiles.

1 unit

A general survey of the development of the textile industry from primitive times to the present day; a study of the sources, early history, culture and methods of manufacture of materials made from the four principal textile fibers with special emphasis on the uses; adulterations, chemical and other tests, hygienic properties, widths and prices of standard fabrics; the making and testing of bleaching and cleansing agents suitable for use in the home laundry; the collecting and mounting of samples of materials useful in teaching sewing and textiles. Textbook: Woolman & McGowan's *Textiles*.

Fall and spring quarters. Room B 11.

Miss Dickson.

2. Clothing 1. Elementary Garment Making.

1 unit

The making of simple undergarments, including a night dress with set-in sleeves, a lingerie waist, a cotton or linen-tailored waist and skirt; a careful study is made of suitable and economical materials and trimmings; much practice is given in taking of accurate measurements, in testing and altering commercial patterns, and in the careful fitting of garments. Commercial patterns are used throughout the term. Students provide all materials and patterns subject to the approval of the teacher. Textbook: Baldt's *Clothing for Women*.

Prerequisite: High school sewing.

Laboratory fee, \$1.00.

Fall and spring time.

Miss Dickson.

3. Clothing 2. Infants' and Children's Clothing.

1 unit

A study of the kinds and number of garments composing a layette, the suitable materials, appropriate trimmings and best methods of making infants' clothing; the planning and making of a layette for a baby of parents with an average income. The latter half of the term is devoted to the planning, designing and making of undergarments and dresses for young girls. All materials are supplied by the Domestic Art Department, or by the Junior Red Cross.

Winter and summer quarters. Room B 11.

Miss Dickson.

Prerequisites: Home Economics 1 and 2.

Laboratory fee, 50 cents.

4. Clothing 3. Drafting and Dressmaking.

1 unit

The drafting of kimono gown, middy blouse, skirt and shirt-waist patterns, the trying out of these drafts in making simple

inexpensive kimono, petticoat and waists; the comparison of these drafts with commercial patterns as to cost and accurateness of fit; the making of lingerie dress, silk waist and wool skirt or one-piece wool dress, using drafts as foundation patterns, a study of the care and repair of silk and wool garments; a study of clothing budgets for high school and college girls. Textbook: Baldt.

Prerequisites: Home Economics 1 and 2; Fine Arts 4.

Winter and summer quarters. Room B 11. Miss Dickson.

Laboratory fee, \$1.00.

10. Foods and Cookery 1.

1 unit

This course includes the following: (a) A laboratory course, the purpose of which is to give a working knowledge of the general processes of cookery, with special attention given to the cost of foods. The course will also consider the adaptability of utensils, a study of fuels and apparatus with special stress on weights and measures. (b) The food preparation is based on a study of the composition of food materials and the digestion of food and its use in the body. Textbook: Campbell's *Textbook of Domestic Science*.

Fall and winter quarters. Room B 12.

Miss Weeks.

Prerequisite: High school cookery; prerequisite or parallel; Physical Science 9 (Food Chemistry).

Laboratory fee, \$3.00.

11. Foods and Cookery.

1 unit

This course includes the following: (a) The study, planning and cooking of breakfasts, luncheons, dinners and suppers. The purpose of the course is to provide practice in home cookery. Attention is given throughout the course to efficiency in planning, buying and working. The cost and food values of meals are carefully considered. (b) The preservation of foods for home use is carefully studied; and canning, preserving and drying, and the cooking of specially preserved foods are taught. Special stress is laid on the economic aspect of the product. Textbook: See preceding subject.

Spring and summer quarters. Room B 12.

Miss Weeks.

Prerequisite: Home Economics 10.

Laboratory fee, \$3.00.

12. Dietetics.

1 unit

The purpose of this course is to present the fundamental principles of human nutrition and their application. The proper feed-

ing in infancy, childhood and adult life with the planning of dietaries for each period. Textbook: Rose's *Feeding the Family*.

Fall and spring quarters. Room B 12.

Miss Weeks.

Prerequisite: Home Economics 10 and 11.

Laboratory fee, \$2.00.

15. House Planning, Decoration and Costume Design. 1 unit

This course is identical with Art 7, outline of which is given under Fine Arts.

17. Home Management 1. 1 unit

The modern household and its problems; relation of its organization and management to income; the family budget; the qualifications of the successful home-maker; the problem of domestic service in the South; kind of service needed in different parts of the home; planning the daily routine; care of the kitchen, pantries, bathrooms, bedrooms and dining room. The course comprises a discussion of the principles of good housekeeping, system, supervision, management of service, economy in outlays, and foresight in management.

The second part of the course is given to home nursing. Its purpose is to give practical knowledge of the cause, nature and proper treatment, in the home, of common ailments, and to familiarize the student with the nature, care and treatment of common energies met in home or school. Practical demonstrations and visits to the Normal Infirmary are part of the course.

Fall and spring quarters. Room B 27.

Miss Weeks.

Recitation, 3 hours; practice cottage, 4 hours.

18. Home Management 2. 1 unit

During the second year of the course every young woman pursuing the course in home economics is required to live in the home economics cottage for a period of not less than six weeks. This part of the practical work in connection with the course in household administration.

The cottage is furnished with single beds, dressers, tables, chairs, closets, heater, fuel, electric lights and water, for which no charge is made. The dining room and kitchen are equipped with the necessary furniture, cookery, utensils, etc.

In this cottage the young ladies of the course are required to live and keep house on an allowance equivalent to the price of board in the Normal Club, i. e., \$15.00 per month. Out of this allowance each student is expected to pay not less than \$1.00 per month towards defraying the cost of such permanent items as carpets, curtains, papering, furniture, cookery, kitchen utensils,

and home conveniences. Laundering may be done at the cottage, but this is not required.

The cottage is inspected daily by the head of the Home Economics Department, who offers suggestions for improving conditions, and for operating the home on the most economical basis.

While living in the cottage an accurate account must be kept of all outlays. No debts which are not to be paid during the term of residence at the cottage must be made without the written approval of the head of the department.

Each young woman in the cottage is named manager in turn. The manager has complete authority in directing the affairs of the household, and is held responsible for its management.

Every quarter. Practice Cottage.

Prerequisite: Home Economics 17.

20. Sewing and Textiles 1.

1 unit

This term's work includes: 1. A study of the plain hand stitches and their application to household linens and small articles of clothing. 2. A study of the use and care of sewing machines. 3. The planning and constructing of simple cotton or linen undergarments and top clothing. 4. The comparison of homemade garments and factory-made garments as to price and durability. 5. The mending, removal of stains and care between seasons of cotton clothing. In connection with the making of garments a study is made of the manufacture of standard cotton and linen fabrics together with their widths, prices, uses and methods of laundering.

Summer and winter quarters. Practice School.

Miss Allyn.

Laboratory fee, 50 cents.

21. Sewing and Textiles 2.

1 unit

This course includes: 1. A study of the care, renovating and remodelling of silk and wool garments. 2. The care between seasons of wool garments, blankets and other wool bedding. 3. A study of the clothing budget. 4. The making of a simple silk waist and wool skirt or the remodelling of out-of-date silk and wool garments.

In connection with the making of garments, a study will be made of the manufacture of standard silk and wool fabrics stressing the need for the conservation of all-wool articles.

Spring and fall quarters. Room B 11.

Miss Dickson.

Prerequisite: Sewing and Textiles 1.

Laboratory fee, 50 cents.

25. Foods 1.

1 unit

This course begins with a discussion of the importance of food in the home. Stress is laid on the amount of the family income

to be spent on food and the keeping of food accounts. The chemistry, nutritive value and care of foods are carefully studied, and practical work is given in the preparation and serving of simple dishes. Textbook: Kinney and Cooley's *Household Management*.

Winter quarter. Practice School.

Miss Allyn.

Laboratory fee, \$1.00.

26. Foods 2.

1 unit

This course begins with practical work in the canning and preserving of the home garden. It then takes up the digestion of food, the planning, preparation and serving of well-balanced menus, and food for the sick and convalescent. Textbook: See Foods 1.

Spring quarter. Room B 10.

Miss Weeks.

Laboratory fee, \$1.50.

27. The Home.

1 unit

The purpose of this course is: 1. To fit students to plan intelligently and economically the proper location, lighting, ventilation, sanitation, and decoration of a house for a family of moderate means. 2. To study the division of the family income and the keeping of household accounts. 3. To learn the modern methods of cleaning and managing a home. 4. To learn the home care of the sick.

Summer quarter. Room B 27.

Miss Weeks.

30. Food Education.

1 unit

This course was established at the request and under the auspices of the United States Food Administration, for the purpose of giving to all students of the Normal School, during their second year, information concerning the food situation in the United States and the world, and of preparing them for intelligent co-operation with the food administrations of Louisiana and of the United States. The course will be continued until the present condition of famine and near-famine brought about by the World War has disappeared and our country is relieved of the duty of saving food in order to save the starving peoples of the world.

This course may be elected by all women students who are not pursuing the two-year course in home economics. It consists of lectures and discussions on the world's food supply, methods of conserving foods, the use of substitutes, the composition of the more important and common foods, the fuel value of foods, the

body requirements, the balanced meal, the planning of an adequate diet, and the purchase and relative cost of different foods.

Every quarter. Practice School.

Miss Allyn.

Lectures and recitations, 3 hours; laboratory, 4 hours.

Laboratory fee, \$2.00.

LATIN

MR. WINSTEAD

1. Vergil. 1 unit
 Books 1 and 2 of the Aeneid. Critical study of poetic style in contrast with prose; especial study of Vergil's figures of speech. Greek nouns declined. All important myths studied. Attention given to the author's three phases of character embodied in the hero; personal uprightness, loyalty to gods, and patriotism. Textbook: Knapp's *Vergil*.
 Fall and spring quarters. Room 18.
 Prerequisite: Three high school units in Latin.
2. Vergil 2. 1 unit
 Continuation of Vergil 1: books 3, 4 and 6. A careful study in book 6 of Roman religion and notion of the after life. Textbook: Knapp's *Vergil*.
 Summer and winter quarters. Room 18.
 Prerequisites: Three high school units in Latin.
3. Ovid and Livy. 1 unit
 Metamorphoses of Ovid and Livy Book XXI. Constant review of forms and laws of syntax. Comparison of Greek story of the creation with other accounts. Sight reading. A study of Livy's style and peculiar treatment of narrative as a historian. Emphasis laid on Latin idiom and its translation into choice English. Quality is an essential in this course. Textbooks: Peck's *Ovid*; Cape & Melhuish's *Livy*.
 Fall and spring quarters. Room 18.
 Prerequisite: Latin 1 or 2.
4. Tacitus and Catullus. 1 unit
 Annals of Tacitus and selections from Catullus. Horace's Odes may be substituted for Catullus. Study of various forms of verse. Reference to lives and works of these authors. Textbook: Moore's *Tacitus*, and Smith's *Catullus*.
 Summer and winter quarters. Room 18.
 Prerequisites: Two units from the three preceding courses.

5. Sallust and Cicero. 1 unit

Sallust's *Catiline* and Cicero's *Laelius de Amicitia*. Careful study of Sallust's style with reference to his balance of phrases and his use of chiasmus; also his use of obsolete terms. Sight reading. Study of Cicero's philosophy of life. Textbook: Herbermann's *Sallust*.

Fall term. Room 18.

Prerequisites: Any two of the preceding courses.

6. Plautus. 1 unit

The play "Captivi" is read. General study of the classic play. Textbook: Barber's *Captivi by Plautus*.

Winter term. Room 18.

Prerequisites: Three of the above courses.

7. The Teaching of Latin. 1 unit

A study of modern methods of teaching Latin with reference to subject matter and room equipment. A careful study of the best manner of presenting the elements of Latin. Various texts are examined and current classical magazines are studied. Roman life and customs are studied as a basis for adding interest to classroom work. This course is identical with Education 20.

Spring and fall quarters. Room 18.

Prerequisites: Three normal units in Latin.

8. Horace. 1 unit

A study of Horace, with attention given to their grammatical constructions and literary values. Special emphasis is placed on such values and on versification. Textbooks: Page's *Odes of Horace*, and Baker's *Selections from the Satires and Epistles*.

Summer quarter. Room 18.

LIBRARY INSTRUCTION

MISS RUSSELL

1. Library Methods 1. No units; 1 library credit

Required of all students during their first or second term. It consists of six consecutive lessons of one period each, and comprises instruction in the structure and care of a book; the printed parts of a book and their proper use; the value and method of using dictionaries, giving detailed comparisons of the New Standard, Webster's New International, and Century dictionaries; proper use of encyclopedias and general reference works, stressing

the distinguishing features of the most important ones in the school library; and last, the value and use of indexes to periodical literature, atlases, etc. Daily exercises for outside work are assigned, affording immediate opportunity to the student for practical application of class instruction.

2. **Library Methods 2.**

No units; 1 library credit

Required of all students during their second or third term, and also consists of six consecutive lessons of one period each. The instruction includes a detailed study of the classification, marking, and arrangement of books in the school library; the card catalog; its value and use in library research work, and a simple method of cataloging books. Daily outside work is required for the purpose of giving practice in finding, cataloging, and marking books.

MANUAL TRAINING

MR. HOPPER

1. **Elementary Woodworking.**

1 unit

This is a course in tool technique. Special emphasis is placed upon the care and use of tools. Problems, suitable for the upper grammar grades, that bring into use a wide range of tools and tool processes, are used.

Summer and winter quarters. Room 2.

Shop, 10 hours.

Laboratory fee, \$1.00.

2. **Advanced Woodworking.**

1 unit

This course includes the principles of joinery as applied in simple cabinet work, wood finishing, problems suitable for high school wood work, and practical work in furniture repairing.

Fall and spring quarters. Room 2.

Prerequisite: Course 1.

Shop, 10 hours.

Laboratory fee, \$1.00.

3. **Elementary Cabinetmaking.**

1 unit

This course covers the designing and constructing of simple furniture. Emphasis will be placed upon the proportions and standard sizes of the different types of furniture.

Summer and winter quarters. Room 2.

Prerequisites: Courses 2 and 5.

Shop, 10 hours.

Laboratory fee, \$1.00.

4. Advanced Cabinetmaking. *1 unit*

This course includes the study of period styles of furniture, the construction of an article of period furniture, a brief history of manual training, the equipment of a woodworking room, and the formulation of a course of study.

Fall and spring quarters. Room 2.

Prerequisite: Manual Training 3.

Recitation, 1 hour; shop, 8 hours.

Laboratory fee, \$1.00.

5. Mechanical Drawing. *1 unit*

A course covering the fundamentals of mechanical drawing. It includes free-hand lettering, isometric drawing, perspective drawing, geometrical construction, orthographic projection, and working drawings.

Summer and winter quarters. Room 1.

Draughting room, 10 hours.

6. Mechanical Drawing 2. *1 unit*

This course includes lettering, free-hand sketching, shading, sectioning, tracing, blueprinting and machine drawing.

Fall and spring quarters. Room 1.

Prerequisite: Manual Training 5.

Draughting room, 10 hours.

7. Farm Woodwork. *1 unit*

This course is intended for those preparing to teach in rural communities. The principal tools used are the saw, hammer, and framing square. The course includes the making of farm and home conveniences, as shop problems, poultry problems, house problems, yard problems, and stock problems; the formulation of a course of study for rural schools; and the study of equipment.

Summer and winter quarters. Room 2.

Recitation, 2 hours; shop, 6 hours.

Laboratory fee, \$1.00.

8. Primary Construction. Teacher's Course. *1 unit*

A course designed to give the student a knowledge of the various forms of handwork suitable for use in the primary grades. The course includes paper folding, cutting and weaving, cardboard construction, simple bookbinding, basketry, raffia work, sand table work and exercises for special days.

Fall and spring quarters. Room 24.

Ten hours.

Laboratory fee, \$1.00.

MATHEMATICS

1. **Advanced Algebra 1.** 1 unit
 The principles of algebra, including graphs and the progressions, are taken up from the viewpoint of the teacher. Textbook: Fite's *College Algebra*.
 Winter and summer quarters. Room 20. Mr. Prather.
 Prerequisite: $1\frac{1}{2}$ units in high school algebra.
2. **Advanced Algebra 2.** 1 unit
 Textbook: Fite's *College Algebra*.
 Fall and spring quarters. Room 20. Mr. Hedges.
 Prerequisite: Advanced Algebra 1 or its equivalent.
11. **Solid Geometry.** 1 unit
 In this course particular attention is given to method of demonstration and presentation of subject to a class. Textbook: Wentworth-Smith.
 Summer and winter quarters. Room 20. Mr. Hedges.
3. **Trigonometry 1.**
 Textbook: Wentworth-Smith.
 Fall and spring quarters. Room 20. Mr. Hedges.
4. **Spherical Trigonometry and Surveying.** 1 unit
 The field work begun in Trigonometry 1 is continued and the right and oblique spherical triangles are studied. An excellent surveyor's instrument makes practical field work in surveying possible. Textbook: Wentworth-Smith's *Spherical Trigonometry*.
 Summer and winter quarters. Room 20. Mr. Hedges.
 Prerequisite: Mathematics 1 and 3.
5. **Analytical Geometry 1.** 1 unit
 Textbook: Ashton.
 Summer and winter quarters. Room 20. Mr. Hedges.
6. **Analytical Geometry 2.** 1 unit
 Textbook: Ashton.
 Fall quarters. Room 20. Mr. Hedges.
 Prerequisite: Analytics 1.
7. **Differential Calculus.** 1 unit
 Textbook: Campbell.
 Winter quarter. Room 20. Mr. Hedges.
8. **Integral Calculus.** 1 unit
 Textbook: Campbell.
 Spring and summer quarters. Room 20. Mr. Hedges.

9. **Advanced Arithmetic 1.** 1 unit
A teacher's course in the principles of arithmetic and in methods of teaching the subject. Textbook: Sisk.
Every quarter. Room 22. Mr. Prather and Mr. Hedges.
10. **History and Teaching of Mathematics.** 1 unit
Summer quarter of odd years and spring quarter of even years.
Room 20. Mr. Hedges.

PUBLIC SCHOOL MUSIC

MISS GRAY

The aim of the department is to train and prepare teachers to teach the children of the public schools to read and to interpret music intelligently and to cultivate a taste for the best music. The course given includes all branches necessary for a broad development, with special attention to the following elements of music, sight singing, ear training, harmony, music, history, appreciation of music, and methods in public school music.

1. **Sight Singing 1.** ½ unit
This course develops speed in determining what the notation means and skill in its vocal production. Singing of major scales, intervals, songs in unison and simple two-part songs, in the nine common keys; theory; notation; ear training; phrase writing; rhythmic types; simple transposition; rote songs suitable for primary grades. *Intermediate Song Reader* is book used.
Every quarter. Room 27.
2. **Sight Singing 2.** ½ unit
Continuation of work in Sight Singing I; chromatic scale developed and reproduced in the nine common keys. Sight singing in two- and three-part songs. Rote songs. *Intermediate Song Reader* is used.
Every quarter. Room 27.
Prerequisite: Music 1.
3. **Advanced Sight Singing and Dictation.** 1 unit
This course aims to develop fluency and rapidity in music reading of both *bass* and *treble* clefs. The three forms of minor scale developed, written and sung in *all* the keys. Sufficient keyboard training to enable student to play major and minor scales. Textbook: *New Education Music Course, Fourth Reader*.
Fall and spring quarters. Room 27.
Prerequisite: Music 1 and 2.

4. Harmony.

1 unit

Review of major and minor signatures. Development of major, minor, augmented, diminished intervals and facility in recognizing, naming, writing and playing same. Progress through triads to four-part writing and analysis as far as the more simple altered chords. Textbooks: Tapper's *First Year Harmony*; McCoy's *Cumulative Harmony*.

Winter and summer quarters. Room 27.

Prerequisite: Music 1, 2, 3.

5. History and Appreciation.

This course is designed principally for special teachers of music, but any student desirous of cultivating a musical taste through study of standard and classical compositions, is at liberty to enter. It covers a brief survey of ancient and primitive periods and the development of music up to the present time; lives of composers and their most noted compositions; vocal and instrumental illustrations, of the most important forms of music, particularly folk music, and a typical song of each nation is learned. The Victrola, too, is used to furnish examples of music under consideration. Textbook: Cooke's *Standard History of Music*; Hamilton's *Outlines of History*.

Fall and spring quarters. Room 27.

Prerequisite: Music 1, 2, 3.

6. Method in Public School Music.

 $\frac{1}{2}$ unit

A study of how to cope with the problems of all grades in the elementary schools, together with suitable material for same. It includes methods of presentation; child voice, its care and compass; training of monotones; rote songs and how to teach them; the observation song, its purpose; rhythmic development; transition from rote to note singing; classification of voices; teaching of part songs; selection of song with vital relation to the child's interest and activities. The *Progressive Music Series Readers* are used as the basis of the work. Identical with Education 15A.

Winter and summer quarters. Room 27.

Prerequisite: Music 1, 2, 3, 4.

7. Supervision of Public School Music.

1 unit

This course is designed for special teachers of music and embraces the principles that should guide in planning music courses for schools and of methods for applying such principles from first grade to high school; practical application to the various conditions in ungraded schools and material for them; preparation of programs; brief study of instruments; organization of school or-

chestra, and best arrangement; effective arrangement of parts for chorus singing; classifying of voices; correct use of baton; practical experience in conducting and teaching in the Practice School.

Prerequisite: Music 1, 2, 3, 4, 5, 6.

Winter quarter. Room 27.

8. The Teaching of Public School Music. ½ unit

This course is identical with Education 22, described under Education.

NATURAL SCIENCE

1. Physiology. 1 unit

This is an advanced course that deals with the general subject matter of physiology, and with methods of presenting it to the class. Special points of emphasis are: The living material of the body; typical structure of organs; the function of the different systems of the human mechanism; the co-operation and co-ordination of the work of these systems; nutrition, and nutritive value of foods; the thermal phenomenon of the body. Textbook: Hough and Sedgwick's *Human Mechanism, Part I*.

Every quarter. Room 26.

Miss Koger.

Room 15.

Miss Newell.

Room B 29.

Mr. Williamson.

2. Hygiene and Sanitation. 1 unit

The course opens with a consideration of personal and community hygiene, including urban and rural sanitation. Particular attention is given to the following topics: Cleanliness in home, yard, factory, dairy, street and public places; disposal of refuse and sewerage; the sanitary and dry toilets, and soil pollution; the septic tank and its construction; drainage and mosquito destruction; the house fly and other insects as disease carriers; the rat and other dangerous rodents. Textbook: Hough and Sedgwick's *Human Mechanism, Part II*.

Summer and winter quarters. Room B 29.

Mr. Williamson.

3. School and Social Hygiene. 1 unit

(a) This is a course in the hygiene of the school, and in school-house and classroom sanitation. The following topics are studied: Play and playgrounds; location and construction of school buildings; lighting, seating, school baths and the water supply; school toilets; air and ventilation; heating; defects of eye, ear, teeth, and speech; fatigue; the exceptional child; medical inspection; cleaning the school room and disinfectants.

(b) Twenty hour lessons are given to a discussion of social hygiene. The meaning, need and scope of the subject are presented, followed by a study of the problem in its larger aspects, the teacher, suitable books for teacher and students, sex instruction adapted to the several periods of life of each sex, and a brief history of the social hygiene movement in the United States. Textbooks: Dresslar's *School Hygiene*, and Bigelow's *Sex Education*.
Spring quarter. Room 15. Miss Newell.

4. Nature Study. Teachers' Course.

1 unit

This course is designed for those who expect to teach in the elementary grades or to supervise such teaching. The elementary principles of nature; the evolution of the inorganic and organic world; the parallelism in the development of the race and the child; the object and purposes of Nature study; the method of approach to the subject; outlining primary and intermediate courses; devices and equipment for indoor and outdoor work—these are the chief topics of the course. Textbooks: Bigelow's *How Nature Study Should Be Taught*; Hodges' *Nature Study and Life*.
Spring and fall quarters. Room B 39. Mr. Williamson.
Recitations, 3 hours; laboratory, 4 hours.

5. Botany 1.

1 unit

Study of plant morphology, physiology, and ecology, stressing the last two. Laboratory work is done with the microscope and experiments in germination and plant propagation carried out in laboratory and field. Identification of common trees and flowering plants, with a manual, is part of the term's work. The essential difference of flowering and seedless plants is taught. Collection of plants is made and notebooks kept. Textbook: Coulter, Cowles, Barnes' *Botany*, Vol. 1.

Fall quarter. Room B 39.

Mr. Williamson.

Recitations, 2 hours; laboratory, 6 hours.

Laboratory fee, \$1.00.

6. Botany 2.

1 unit

This course is somewhat similar to that of 1, but deals more definitely with economic plants, their pollination, propagation, enemies and associates. The cryptograms are closely studied as far as time permits, literature on the subject read, and field observations made. Notebooks are kept and collections made and field and laboratory work required. Textbook: Coulter, Cowles, Barnes' *Botany*, Vol. 2.

Winter quarter. Room B 39.

Mr. Williamson.

Recitations, 2 hours; laboratory, 6 hours.

Laboratory fee, \$1.00.

10. Zoology 1.

1 unit

A few days are given to a general review of protozoa and microscopic work. The general principles of animal classification are then taken up and such factors as environment, habitat and enemies developed by collateral reading and discussion. The study of bird and insect life, their relation to each other, to man, and to plants studied as bearing on local or State conditions rather than on those of the world at large. Collections of insects are made, field observations required, and records kept. Textbook: Daugherty's *Principles of Economic Zoology*.

Spring quarter. Room B 39.

Mr. Williamson.

Recitations, 2 hours; laboratory, 6 hours.

Laboratory fee, \$1.00.

11. Zoology 2.

1 unit

This course covers, though from a broader standpoint, that given under 1. Vertebrate forms are studied to gain some knowledge of comparative anatomy, the life history of domesticated animals traced and theses required, or subjects assigned along this line. Instruction is given in the use of the microscope, the preservation of specimens, and the making of collections for the teacher's use. Field and class notebooks with collateral reading are required. Textbook: See Zoology 1.

Summer quarter. Room B 39.

Mr. Williamson.

Recitations, 2 hours; laboratory, 6 hours.

Laboratory fee, \$1.00.

15. Bacteriology.

1 unit

This course comprises a study of bacteria, yeasts and molds. A brief review of the history and development of micro biology is followed by a study of their different forms, their methods of feeding and of reproduction, their classification into general and species, the extent and manner of their distribution, and their importance in relation to foods and diseases in the home. Yeasts and molds are studied similarly. Systematic laboratory practice accompanies lecture work. Students learn laboratory technique and prepare cultures of some of the more common molds, yeasts and bacteria. They demonstrate the effect which light, heat and disinfecting chemicals have upon micro-organism and they note the changes and results produced by the development of microbes. Especial emphasis is placed upon the relation of micro-organisms to sanitary measures in homes and to the preservation of foods by

various methods, such as drying, pickling and canning. Textbook: Buchanan's *Household Bacteriology*.

Summer and winter quarters. Room B 27.

Mr. Graybill.

Recitation, 3 hours; laboratory, 4 hours.

Laboratory fee, \$1.50.

PENMANSHIP

MR. DOMINIQUE, MISS COLE

1. Penmanship 1.

$\frac{1}{2}$ unit

This is a course of sixty lessons in muscular movement writing. The work consists of daily practice in the classroom, including the preparation of numerous exercises and drills, and practice exercises to be prepared out of class and handed in daily. All students of the first year who cannot show a skill in handwriting of 70 on the Ayres' Adult Scale are required to take Penmanship 1 and 2.

2. Penmanship 2.

$\frac{1}{2}$ unit

This is a more advanced course in handwriting. The teacher's instruction and supervision and the work of the students are directed, first toward the attainment of standard speed and legibility; and, secondly, to the establishment of arm-movement writing as a fixed habit. The minimum legibility required is 90 on the Ayres' Adult Scale. Upon satisfactorily completing Penmanship 1 and 2, the student may obtain the penmanship certificate by paying the fee of fifty cents.

Students who do not attain the required standard in two terms are required to repeat the course. After developing the speed and legibility required in this course, the students must maintain their skill in handwriting by coming to class one hour each week for practice and review.

3. The Teaching of Penmanship.

$\frac{1}{2}$ unit

Students who have met the penmanship standard required by the school and who desire further preparation in teaching arm-movement writing, may do a term of practice teaching in the grades of the Practice School. This is done under the daily supervision and criticism of the instructors in penmanship. Part of this course consists in a study of different systems of penmanship, a consideration of speed and legibility in writing, the method of teaching the subject in the elementary and secondary schools, and a study of different scales for the measurement of handwriting.

PHYSICAL EDUCATION

The aims of this department are to train all Normal students to meet the requirements of the State course of study in Physical Education and to furnish the physical exercises necessary to maintain the health of the student. Each student is required to earn, before graduation one Normal unit in this department. All classes meet three times each week. Thus the student earns one-fifth of a Normal unit each term. In order to earn the unit required for graduation, it is, therefore, necessary successfully to pursue work in this department for at least five terms.

FOR WOMEN: Physical Education 1, 3 and 4 are required.

1. **Gymnastics 1. Swedish Gymnastics.** 1/5 *unit*
This is a course in tactics and elementary exercises for posture training and general bodily development.
Fall, winter and spring quarters. Gymnasium. Miss Koger.
2. **Gymnastics 2. Swedish Gymnastics.** 1/5 *unit*
An advanced course in gymnastics, continuing the work and introducing the use of wands, dumb-bells and Indian clubs.
Fall, winter and spring quarters. Miss Koger.
Prerequisite: Gymnastics 1 or its equivalent.
3. **Games and Play.**
This work provides a form of physical training that can be most widely used in the public schools. Students after being taught a variety of games are required to select and teach games suitable for certain grades.
Every quarter. Gymnasium. Miss Koger.
4. **Folk Dancing.**
This course affords a splendid form of recreation and exercises and at the same time gives a knowledge of a variety of dances from various lands.
Every quarter. Gymnasium. Miss Koger.
5. **Corrective Gymnastics.**
Those who, upon physical examination, show the need of corrective exercises for spinal curvature, round shoulders or other postural defects, are required to take this course.
Fall, winter and spring quarters. Gymnasium. Miss Koger.
6. **Methods in Physical Education.**
This course is offered for the purpose of training the student to teach exercises, games and simple folk dances in the public schools. After instruction in the fundamental principles of

physical education, the student is required to observe, criticize and conduct classes. *Stetcher's Handbook* is used as a guide for the work.

Prerequisites: Physical Education 1 and 3.

Every quarter.

Miss Koger.

7. Swimming.

Swimming classes for girls are open during the summer and part of the spring and fall terms when advisable. The concrete pool is 30 ft. x 100 ft. and varies in depth from 4 to 8 ft. At regular intervals the pool is emptied, cleansed and refilled from the Normal salt water well. This water is almost identical with sea water both as to content and appearance. Ten dressing rooms equipped with shower baths are provided for those using the pool.

Summer quarter. Swimming Pool.

Miss Koger.

8. Tennis.

The rules of the game and the easier strokes are mastered. The class plays the game throughout the course.

Fall and spring quarters. Outdoors.

Mr. Prather.

9. Indoor Baseball.

The rules of the game are taught and the class plays the game throughout the course.

Fall and spring quarters. Outdoors.

Mr. Winstead.

10. Volleyball.

The rules of the game are taught and team play is developed. Every quarter. Outdoors and Gymnasium.

Mr. Prather, Mr. Hopper.

11. Basketball.

The first attention is given to the development of the individual players. Later in the course team play is developed. Varsity and intersociety teams are organized.

Fall and winter quarters. Gymnasium.

Mr. Hedges.

FOR MEN: Physical Education 20 is required.

20. Games and Play.

This course consists of the learning and actual playing of graded games and play suited to the needs of the school playground. Any student who completes this course should be able properly to supervise the playground activities of a graded school.

Winter and spring quarters. Outdoors.

Mr. Hopper.

21. Football.

The student is thoroughly drilled in the fundamentals of football. Team play is developed and systems of offense and defense are taught. A varsity team is developed, which competes with teams of similar rank.

Fall quarter. Athletic Park.

Mr. Prather.

22. Basketball.

Correct form and practice in goal shooting and passing the ball is first stressed. Later in the course a varsity team is developed and team play is given much attention.

Winter quarter. Athletic Park and Gymnasium. Mr. Prather.

23. Baseball.

Batting practice, including bunting, base running, etc., are taken up in the first part of the course. Later in the course, a team is developed, and intersociety as well as intercollegiate games are played.

Spring quarter. Athletic Park.

Mr. Prather.

24. Track.

Preliminary work is given in order to determine the events for which each student is best fitted. Correct form and practice in all recognized track and field events are emphasized. A varsity team is developed.

Spring quarter. Athletic Park.

Mr. Prather.

25. Volleyball.

Volleyball is an ideal school game, and in this course the student is well grounded in the rules of the game. Team work as well as individual perfection is aimed at.

Fall and spring quarters. Outdoors.

Mr. Hopper.

PHYSICAL SCIENCE**GEOGRAPHY, PHYSICS, CHEMISTRY****1. Geography 1.**

1 unit

The purpose of the course is (1) to train the student to observe the world in which he lives, to note the forces that mould it, and to reason accurately upon the phenomena observed, always tracing the relation between cause and effect; and (2) to prepare the student to teach the subject of geography in the schools of the State. It includes a study of the scope of the aims and content

of the subject for the different grades; map reading, supplementary material in the way of present-day geographic conditions in current events, and the development of nations as determined by geographic conditions. Textbook: Brigham and McFarland's *Essentials of Geography*.

Every quarter. Room 26.

Miss Gaulden.

2. Geography 2.

1 unit

The purpose of the course is (1) to present the races of mankind, their homes, industries and habits so as to lead the student to wider sympathies and broader views; and (2) to trace the relation between geographic conditions and life responses. The course treats of interdependence among the nations of the world; of the industrial progress and the influence of climate, topography, social conditions, manufacturing and transportation facilities and financial conditions upon this progress. Textbook: Brigham's *Commercial Geography*.

Summer and fall quarters. Room 26.

Miss Gaulden.

Prerequisite: Geography 1.

3. Physics 1.

1 unit

This is an intensive course in mechanics and sound. A great number of practical problems bearing upon the fundamental principles treated in the classroom and laboratory are solved. Textbook: Spinney's *Physics*.

Spring and fall quarters. Room B 38.

Mr. Fournet.

Prerequisites: One unit in high school physics and one normal unit in trigonometry.

Recitations, 3 hours; laboratory, 4 hours.

Laboratory fee, \$1.00.

4. Physics 2.

1 unit

This is a course in theoretical magnetism and electricity. It comprises a thorough study of the topics taken up in an elementary way in high school physics. Textbook: Spinney.

Summer and winter quarters. Room B 38.

Mr. Fournet.

Prerequisites: One unit in high school physics and one normal unit in trigonometry.

Recitations, 3 hours; laboratory, 4 hours.

5. Physics 3.

1 unit

Heat and light are taken up in this term. The projecting lantern is used a great deal in connection with the classroom work especially in the study of light. Some time is spent on polarized light. Textbook: Spinney.

Summer and spring terms. Room B 38.

Mr. Fournet.

Prerequisite: One unit in high school physics and one normal unit in trigonometry.

Recitation, 3 hours; laboratory, 4 hours.

Laboratory fee, \$1.00.

6. General Inorganic Chemistry 1.

1 unit

This course includes a study of the principal non-metallic elements and their chief compounds. It includes also the study of the laws and principles of the science and their use in explanation of chemical phenomena. The laboratory, which is an important part of the course, affords opportunity for gaining a direct knowledge of the different substances, their properties, modes of manufacture and industrial uses. In this course, as in 2, the work is arranged to meet the needs of the grade or general teacher as well as that of the special teacher of Chemistry. Textbook: Smith's *General Chemistry for Colleges and Laboratory Outline of College Chemistry*.

Fall and spring quarters. Room B 18.

Mr. Tison.

Prerequisite: One high school unit in chemistry.

Recitation, 3 hours; laboratory, 4 hours.

Laboratory fee, \$1.50. Deposit, \$2.00.

7. General Inorganic Chemistry 2.

1 unit

This continues course 1 and deals chiefly with metallic elements, with special reference to the analytical reactions of the most important metals studied. The theories of solutions, electrolytic dissociation and chemical equilibrium are stressed and applied in simple qualitative analysis. Textbook: Smith's *General Chemistry* and Stieglitz's *Qualitative Chemical Analysis*.

Summer and winter quarters. Room B 18.

Mr. Tison.

Prerequisite: One high school unit in chemistry and Chemistry 1 or its equivalent.

Recitations, 3 hours; laboratory, 4 hours.

Mr. Tison.

Laboratory fee, \$1.50. Deposit, \$2.00.

8. Organic Chemistry 3.

1 unit

This course presents a survey of the fundamental principles and of the main class of organic compounds. The laboratory work consists in preparing and purifying a number of organic compounds and in some work of an analytical nature. Textbook: Norris' *Organic Chemistry* and *Experimental Organic Chemistry*.

Fall and spring quarters. Room B 18.

Mr. Tison.

Prerequisite: Chemistry 1 and 2, or their equivalent.

Recitations, 3 hours; laboratory, 4 hours.

Laboratory fee, \$1.50. Deposit, \$2.00.

9. Food Chemistry 4.

1 unit

This is a course in the chemistry of food and nutrition designed for Home Economics students. It comprises a study of fats, carbohydrates and proteids, with some work on milk analysis, preservatives and baking powders. Textbook: Snell's *Household Chemistry*.

Prerequisite: One high school unit in chemistry.

Summer and winter quarters. Room B 18.

Mr. Tison.

Recitations, 3 hours; laboratory, 4 hours.

Laboratory fee, \$1.50. Deposit, \$2.00.

10. Teaching of Physical Sciences.

1 unit

This course is identical with Education 17.

SOCIAL SCIENCE

HISTORY, POLITICAL SCIENCE, ECONOMICS, SOCIOLOGY

1. Modern European History 1.

1 unit

This course presents a preparatory study for the understanding of present-day topics. It was the eighteenth century which set the problems of progress and suggested their solution. It is for modern thought to work them out in detail and make their application.

The course deals with the rise of Russia and Prussia; the struggles of France and England for colonial and commercial supremacy in India and America; the "Old Regime" in Europe and the forces working for reform; France before, during and after the French Revolution; the rise and fall of Napoleon, down to the Congress of Vienna, 1815. The territorial changes, national policies and economic conditions are presented as necessary for a fuller understanding of more modern times. Library references supplement the textbooks. Textbooks: Robinson and Beard's *The Development of Modern Europe*, Vol. 1; Robinson and Beard's *Readings in European History*, Vol. 1.

Every quarter. Room 16.

Miss Varnado.

Room 23.

Miss Feltus.

2. Modern European History 2.

1 unit

This course begins with the reconstruction of Europe after the Congress of Vienna. The ideas bequeathed by the French Revo-

lution are dominant factors for study in this course. The great political, economic, social and scientific changes which mark modern times are discussed. Then follows a consideration of the following: The era of Metternich; the Industrial Revolution; the rise and unification of the modern European Powers; the new Russia; the dismemberment of the Turkish Empire; the spread of European civilization in Asia and Africa. Attention is given to the governments of the leading European states. The study of world problems, international relations and movements of to-day lead up to the outbreak of the World War of 1914.

In addition to the text, reading of the newspapers and current periodicals form an interesting and valuable part of the course. Textbooks: Robinson and Beard's *The Development of Modern Europe*, Vol. 2; Robinson & Beard's *Readings in European History*, Vol. 2.

Every quarter. Room 21.

Miss Varnado.

Prerequisite: History 1.

3. The United States: 1829-1900.

1 unit

A thorough study is given to the five periods into which the subject is divided. The first period begins with 1829, when a new epoch dawns in American history. This epoch is one of the critical changes, during which the "spoils system" of appointment to office is introduced into national politics, the great Bank of the United States destroyed, a new fiscal policy created, and sectional divergencies ushered in by the tariff question. In the second period the slavery question occupies the most prominent place. There is the struggle for new slave territory, the admission of Texas, the Mexican war, and the great slave measures. The third phase embodies secession and civil war which for a time disturbs every foundation of the government. After the war comes the era of reconstruction and the formation of a new Union. In the fifth and last period, the social, political and industrial problems of the age are presented as factors necessary for a fuller understanding of recent times. Library references supplement the textbook. Textbook: Wilson's *Division and Reunion*.

Fall and spring quarters. Room 21.

Miss Feltus.

4. Current History.

1 unit

The central aim of this course is to correct the general disregard of recent history, and to enable the student to catch up with his own times, so that he may read with intelligence the news given in the daily papers. This is a course in general history, beginning with the twentieth century. The work is divided into two

fields—the American and the European—which sometimes follow distinct lines and at other times converge. In the American field, the political and industrial problems, and the problems growing out of our relations to inferior races are studied. The European field deals with the revolts in the Balkans, movements for peace, national rivalries, and the Near-Eastern question. A brief survey is then given of the Great World War and the problems of reconstruction. The most recent current events are studied. No textbook is used. Current periodicals and newspapers form the basis of the course.

Fall and spring quarters. Room 23.

Miss Feltus.

5. American History for Teachers.

1 unit

This is a course in American history for teachers. It includes a survey of the great epochs in American history; the study of the American people and of American institutions as an expansion of Europe into the New World; the establishment of the English; the creation of the republic; the crisis of disunion; and recent American history. Special attention is given to the teaching of the subject. Textbook: Johnson's *Teaching of History*.

Every quarter. Room 23.

Miss Feltus.

Room 21.

Miss Varnado.

6. History 6. The World War.

1 unit

This course is offered in the belief that education is the only basis upon which can be erected a successful democracy, and in the spirit of co-operating in the "Campaign of Patriotism Through Education." It is designed to meet the needs of students who are to become teachers. Its aims is to give a more accurate knowledge, a broader and deeper understanding of the forces that brought to a focus this great cataclysm.

The course requires the reading of many of the late war books, Government bulletins, current periodicals, speeches and views of the leaders of the world thought; and includes a study of the causes and aims of the war (Allied, American and German); historical backgrounds of the war; Pan-Germanism as an aggressive plan of Germany and Austria; the Austro-Servian controversy; violation of Belgium's neutrality; world-wide character of the war; campaigns and leading events; important personages; the various peace proposals; the probability of a lasting peace; after-the-war needs. The following will be used as guides for the course:

National Security League: *Handbook of the War*, free; Harding's *Study of the Great War*; Hart's *America at War*.

Committee on Public Information: *War Cyclopaedia*.

References of required reading: Cheradame's *The Pan-German Plot Unmasked*; DeVischer's *Belgium's Case*; Bernhardt's *Germany and the Next War*; Ian Hay's *Getting Together*; Norman Angell's *The Great Illusion*; Leonard Wood's *Our Military History*.

Every quarter. Room 16.

Miss Raymond.

10. Political Science 1. 1 unit

This is a study of the various political theories as exemplified in the practices of governments. The nature of the state, its origin and forms, sovereignty and citizenship are considered together with the governmental arrangements of the United States, Great Britain, and the leading countries of Europe.

Spring quarter. Room 16.

Mr. Prather.

Prerequisite: One-half high school unit in civics. Also, History 1 and 2 should precede the course.

11. Political Science 2. 1 unit

This is an intensive study of federal and state governments in the United States. Governmental machinery is carefully examined, and present tendencies towards its improvement are considered.

Summer quarter. Room 16.

Mr. Prather.

Prerequisite: Political Science 1.

12. Economics 1. 1 unit

This course deals with the fundamental principles of economics underlying the present-day economic system. The principal objects of study are the laws governing the production and distribution of wealth, but considerable attention is given to the practical problems of monopoly, money and banking, labor railways and business organizations. Political Science 1 and 2 and one or more units in history should precede this course.

Spring quarter. Room 16.

Miss Raymond.

13. Economics 2. 1 unit

This is a study in government control of capital and labor through the regulation of railways and trusts and the supervision of commerce in general, with special attention to socio-economic legislation including labor legislation. Socialism as a substitute for capitalism and governmental control is critically examined.

Summer quarter. Room 16.

Miss Raymond.

Prerequisite: Economics 1.

14. Economics 3. Rural Economics. 1 unit

The present economic conditions of rural districts, and the necessity of improving these conditions as a basis of other rural

improvement; the economic development of agriculture; the factors of agricultural production; rent and present-day rent problems; the farmer's income; rural co-operation and credits; the marketing of farm products. Textbook: Carver's *Rural Economics*.

Fall quarter. Room B 12.

Mr. Graybill.

Prerequisite: Economics 1.

15. **Taxation and Finance.**

1 unit

A study, from both the economic and political standpoints, of taxation and public expenditures. This course embraces the fundamental principles of taxation and their application by the leading governments of the world; and an examination of present-day social tendencies in taxation.

Spring quarter. Room 16.

Miss Raymond.

Prerequisite: Political Science 1, 2; Economics 1.

16. **Sociology 1.**

1 unit

The student here obtains a complete co-ordination of all the social sciences, and rounds out the whole in a study of the organization of society. Social laws, social units, social forces and factors of social change, are studied, and recent tendencies in social development considered. The other social sciences should precede this course.

Summer and winter quarters. Room 16.

Miss Raymond.

17. **Sociology 2.**

1 unit

This is a continuation of Sociology 1, with the emphasis laid on social problems. Social institutions are examined and conditions surveyed. Poverty and pauperism, crime and the race problem are given special attention, and a critical analysis is made of rural social conditions.

Spring quarter. Room 16.

Miss Raymond.

18. **Rural Sociology.**

1 unit

This course takes up a study of the evolution of rural social conditions, the relation of physical environment to the several types of communities, economic and other causes which underlie changes in population, the present condition of rural communities, and existing rural social organizations, their functions, efficiency and present status. The influence of such factors as production, transportation, communication, land tenure, sanitation, and rural social, religious and educational organizations upon the general welfare of rural communities, the improvement of such influence, and the use of the survey to ascertain rural social needs are topics which receive careful consideration. Textbook: Gillette's *Constructive Rural Sociology*.

Spring quarter. Room B 12.

Mr. Graybill.

GRADUATES

WINTER CLASS, 1919

MARCH 7, 1919

| | | |
|--------------------------|----------------------|--------------------|
| Adams, Gladys..... | Primary | Morgan City, La. |
| Barnes, Bernice..... | Hist.—Eng. | Lenoir, La. |
| Bondurant, Janey..... | Primary | Winnsboro, La. |
| Britt, Delia Jane..... | Hist.—Eng. | Glenmora, La. |
| Dupree, Cleo..... | Rural Ed. | Coushatta, La. |
| Gates, Alice..... | Hist.—Eng. | New Iberia, La. |
| Goss, Lorene..... | Home Economics | Shreveport, La. |
| Hamilton, Lula..... | Grammar | Pollock, La. |
| Harris, Vivian..... | Primary | Goldonna, La. |
| Hill, Eleanora..... | Hist.—Eng. | Plaquemine, La. |
| Himel, Maud..... | Grammar | Plattenville, La. |
| Himel, Ruth..... | Grammar | Plattenville, La. |
| Hutchison, Margaret..... | Primary | Mansfield, La. |
| Klingman, Rebecca..... | Hist.—Eng. | Houma, La. |
| Lebo, Etheline..... | Grammar | Marthaville, La. |
| McFerrin, Euna..... | Rural Ed. | Pleasant Hill, La. |
| McInnis, Florence..... | Hist.—Eng. | Leesville, La. |
| McNeely, Martha..... | Hist.—Eng. | New Orleans, La. |
| Monroe, Gladys..... | Primary | Glenmora, La. |
| Moore, Mary..... | Hist.—Eng. | Homer, La. |
| Preslar, Dewey..... | Hist.—Eng. | Delhi, La. |
| Richmond, Claudine..... | Primary | Choudrant, La. |
| Roquemore, Lola..... | Hist.—Eng. | Shreveport, La. |
| Russell, Dorothy..... | Language | Monroe, La. |
| Seward, Gladys..... | Home Economics..... | Woodville, Miss. |
| Shannon, Cleo..... | Grammar | New Orleans, La. |
| Webre, Lorraine..... | Hist.—Eng. | Edgard, La. |

FALL CLASS, 1918

DECEMBER 20, 1918

| | | |
|-------------------------|-----------------|-----------------|
| Barnard, Gladys..... | Primary | Alexandria, La. |
| Currie, Nellie..... | Hist.—Eng. | Shreveport, La. |
| Davis, Gladys A..... | Primary | Ashridge, La. |
| Davitt, Marzilla M..... | Hist.—Eng. | Columbia, La. |
| Galy, Honorine..... | Hist.—Eng. | Biloxi, Miss. |
| Groner, Lenora..... | Grammar | Shreveport, La. |

| | | |
|-------------------------------|----------------------|------------------|
| Hebert, Hilda..... | Primary | Abbeville, La. |
| Holland, Juanita..... | Primary | Opelousas, La. |
| Hunt, Eugene E..... | Rural Ed. | Tucker, La. |
| Kirvin, Ruth E..... | Grammar | Coushatta, La. |
| McAdams, Effie Lee..... | Home Economics | Alexandria, La. |
| Neuwirth, Lydia..... | Primary | Monroe, La. |
| O'Niell, Fannie..... | Primary | Franklin, La. |
| Perret, Irma..... | Hist.—Lang. | Edgard, La. |
| Pierce, Edith..... | Home Economics | Marthaville, La. |
| Pierce, Iva Mae..... | Social Science | Marthaville, La. |
| Puckett, Grace..... | Primary | Coushatta, La. |
| Robichaux, Nobie..... | Primary | Houma, La. |
| Rogers, Altha..... | Grammar | Browndel, Texas |
| Rust, Cecil..... | Hist.—Eng. | Pelican, La. |
| Rutherford, Edith..... | Hist.—Eng. | Cameron, La. |
| Schexnayder, Una..... | Hist.—Eng. | New Iberia, La. |
| Self, Esther..... | Primary | Robeline, La. |
| Sternfels, Maude..... | Grammar | Belle Rose, La. |
| Welch, Ima..... | Primary | Robeline, La. |
| Young, J. Alvah..... | Rural Ed. | Morrow, La. |
| Men, 2; women, 24. Total, 26. | | |

SUMMER CLASS, 1918

AUGUST 6, 1918

| | | |
|------------------------|----------------------|--------------------|
| Abington, Katie..... | Hist.—Eng. | Oakdale, La. |
| Allison, Beulah..... | Math.—Science | Ida, La. |
| Baker, Mary E..... | Grammar | La Bella, Mo. |
| Bodin, Anita..... | Grammar | Franklin, La. |
| Bordelon, Dora P..... | Grammar | Lake Charles, La. |
| Cole, Gladys..... | Home Economics | Bernice, La. |
| Collins, Lindor..... | Grammar | Leesville, La. |
| Collins, Mattie..... | Home Economics | Franklin, La. |
| Colton, Irone..... | Grammar | Natchitoches, La. |
| Conerly, Nannie M..... | Grammar | Alexandria, La. |
| Cook, Eleanor H..... | Hist.—Eng. | Loranger, La. |
| Cravath, Gertrude..... | Math.—Sci. | Blanchard, La. |
| Davis, Eula..... | Rural Ed. | Quinton, La. |
| DeBlieux, Camille..... | Music—Art | Natchitoches, La. |
| Dowell, Lida..... | Rural Ed. | Pleasant Hill, La. |
| Edgar, Cora Mae..... | Primary | Forest Hill, La. |
| Fletcher, Audele..... | Hist.—Eng. | Perry, La. |
| Ford, Bessie..... | Grammar | Natchitoches, La. |
| Freeman, Willie..... | Rural Ed. | Natchitoches, La. |

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|----------------------------|----------------------|------------------------|
| Fuller, R. Jennings..... | Rural Ed. | Dubach, La. |
| Fuller, Shirley..... | Rural Ed. | Cheneyville, La. |
| Fulton, Hortense..... | Primary | Pineville, La. |
| Goree, Nodie F..... | Primary | Haynesville, La. |
| Hart, Esther W..... | Music—Art | Natchitoches, La. |
| Heiderich, Mildred..... | Grammar | Boyce, La. |
| Holloman, Sara..... | Primary | Alexandria, La. |
| Holmes, Eunice..... | Rural Ed. | Logansport, La. |
| Jones, Mrs. Lillian A..... | Primary | Athens, La. |
| Landry, Irene..... | Primary | Gramercy, La. |
| Langla, Bernadette..... | Math.—Sci. | New Iberia, La. |
| Lewis, Blanche..... | Primary | Haynesville, La. |
| Malarcher, Noelie..... | Hist.—Eng. | Convent, La. |
| Marston, Eudie..... | Primary | Coushatta, La. |
| Mathis, Viola..... | Primary | Colfax, La. |
| McCormick, Margaret..... | Primary | New Orleans, La. |
| Moreland, Minnie..... | Rural Ed. | Baton Rouge, La. |
| Moresi, Margaret..... | Home Economics | Jeanerette, La. |
| Plauche, Nita M..... | Primary | Alexandria, La. |
| Powers, Ethel..... | Home Economics | Bunkie, La. |
| Salassi, Grace..... | Hist.—Eng. | French Settlement, La. |
| Stallings, Mae..... | Home Economics | Grayson, La. |
| Stinson, Maxa..... | Home Economics | Jonesboro, La. |
| Tanner, Hattie Lee..... | Grammar | Evergreen, La. |
| Thornton, Lola..... | Hist.—Eng. | Pitkin, La. |
| Tooke, Mildred..... | Grammar | Bienville, La. |
| Webre, Maude..... | Primary | Thibodaux, La. |

Men, 2; women, 44. Total, 46.

SPRING CLASS, 1918

MAY 27, 1918

| | | |
|----------------------------|-----------------|-----------------------|
| Allen, Gladys..... | Hist.—Eng. | Natchitoches, La. |
| Allen, Grace..... | Hist.—Eng. | Leesville, La. |
| Anderson, Edna..... | Grammar | Westlake, La. |
| Ard, Fannie..... | Primary | St. Francisville, La. |
| Bergeron, Leona..... | Hist.—Eng. | Houma, La. |
| Berwick, Eunice..... | Hist.—Eng. | Morgan City, La. |
| Bonner, Rubie..... | Primary | Haynesville, La. |
| Bourgeois, Marion..... | Math.—Sci. | Franklin, La. |
| Boydston, Maggie Ruth..... | Music—Art | Natchitoches, La. |
| Breland, Effie..... | Grammar | Bogalusa, La. |
| Brou, Lawrence..... | Hist.—Eng. | Wallace, La. |
| Burleigh, Roby..... | Primary | Gibbsland, La. |
| Charlet, Alphonsine..... | Primary | Paincourtville, La. |

| | | |
|-----------------------------|----------------------|--------------------|
| Cockfield, Estelle..... | Hist.—Eng. | Bermuda, La. |
| Collette, Mabel..... | Primary | Edna, La. |
| Conger, Gladys..... | Primary | Arcadia, La. |
| Cook, Vannie P..... | Math.—Sci. | Natchitoches, La. |
| Coon, Ammon..... | Rural Ed. | Eros, La. |
| Davidson, Hixie..... | Hist.—Eng. | Dubach, La. |
| Davis, Irma | Hist.—Eng. | Leesville, La. |
| Davis, Minnie Lee..... | Grammar | Choufdrant, La. |
| DeLoach, Annie..... | Primary | Homer, La. |
| Demoruelle, Aimee..... | Hist.—French | New Roads, La. |
| Derveloy, Lawrence..... | Primary | Abbeville, La. |
| Doerle, Alma | Grammar | New Iberia, La. |
| Dyer, Willie..... | Primary | Ward, La. |
| Emerson, Docia | Grammar | Bryceland, La. |
| Finklea, Ruth..... | Grammar | Calhoun, La. |
| Foley, Catherine..... | Primary | Bayou Goula, La. |
| Fouchaux, Nora..... | Math.—Sci. | Houma, La. |
| Fowler, Garnett..... | Rural Ed. | Leecompte, La. |
| Freeman, Dorothy..... | Hist.—Eng. | Natchitoches, La. |
| Gainnie, Cecile..... | Primary | Thibodaux, La. |
| Gallent, Carrie..... | Math.—Sci. | Ariel, La. |
| Gehringer, Mary Louise..... | Primary | Napoleonville, La. |
| Gibbons, Kate | Grammar | Franklin, La. |
| Gregory, Lillian..... | Grammar | Mineral, La. |
| Griffin, Julia..... | Rural Ed. | Minden, La. |
| Guice, Lillie Lee..... | Hist.—Eng. | Winnsboro, La. |
| Harris, Anne V..... | Primary | Vicksburg, Miss. |
| Haynes, Allyne..... | Rural Ed. | Jones, La. |
| Heard, Alice..... | Primary | Evergreen, La. |
| Hebert, Lena | Primary | Plaquemine, La. |
| Heck, Elsie..... | Primary | Brusly, La. |
| Herring, Dottie..... | Primary | Alexandria, La. |
| Herring, Lottie..... | Grammar | Alexandria, La. |
| Hill, Lear | Primary | Leecompte, La. |
| Hill, Mildred | Music—Art | Natchitoches, La. |
| Hill, Norma..... | Music—Art | Natchitoches, La. |
| Huesman, Henrietta..... | Math.—Sci. | Moreauville, La. |
| Hughes, Beatrice..... | Primary | Oakdale, La. |
| Humble, Mary | Hist.—Eng. | Monroe, La. |
| Jackson, LaVera | Primary | Vinton, La. |
| Jefferson, Willie..... | Home Economics | Monroe, La. |
| Jenkins, Ruth..... | Home Economics | Elton, La. |
| Kelsoe, Sadie..... | Primary | Boyce, La. |
| Kornman, Della..... | Primary | Monroe, La. |
| Labat, Carrie..... | Grammar | Alexandria, La. |

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|------------------------------|----------------------|---------------------|
| Lafitte, Ethel | Primary | Butler, La. |
| Lamorandier, Gladys | Grammar | Washington, La. |
| Lasseigne, Zenaide | Primary | Thibodaux, La. |
| Laurent, Thelma | Hist.—Eng. | Edgard, La. |
| Lee, Dora | Hist.—Eng. | New Iberia, La. |
| Lewis, Nelwynne | Primary | Garrison, Texas |
| McCall, Inez | Home Economics | Lake Charles, La. |
| McKnight, Bessie | Hist.—Eng. | Clinton, La. |
| McLeish, Willia | Primary | Plain Dealing, La. |
| McNair, Lovie | Grammar | Gilbert, La. |
| Marler, Mamie | Home Economics | Oakdale, La. |
| Martel, Maude | Hist.—Eng. | Franklin, La. |
| Mason, Emily | Hist.—Eng. | Gallion, La. |
| Moffett, Ollie | Music—Art | Natchitoches, La. |
| Murphy, Eunice | Rural Ed. | Simshoro, La. |
| Norman, Ruth | Primary | Homer, La. |
| Nunez, Pauline | Hist.—Eng. | Arabi, La. |
| Odom, Blanche | Primary | Lecompte, La. |
| O'Quinn, Ranza Pearl | Grammar | Bunkie, La. |
| Pollard, Spencer | Hist.—Eng. | New Iberia, La. |
| Poole, Cordie | Primary | Lecompte, La. |
| Porter, Eola Elizabeth | Home Economics | Shreveport, La. |
| Pourciau, Elva | Hist.—Eng. | New Roads, La. |
| Pusey, Lillie | Grammar | Ponchatoula, La. |
| Pusey, Margaret | Grammar | Ponchatoula, La. |
| Rawls, Agnes | Rural Ed. | Coushatta, La. |
| Reimers, Jennie | Primary | Sulphur, La. |
| Richard, Georgette | Hist.—Eng. | Donaldsonville, La. |
| Richardson, Mattie | Home Economics | Abbeville, La. |
| Richarme, Lillian | Primary | Gramercy, La. |
| Robertson, Lucy | Music—Art | Dry Creek, La. |
| Rogers, Dula L. | Grammar | Natchitoches, La. |
| Sanders, Ruby | Home Economics | Amite, La. |
| Schilling, Christine | Home Economics | Amite, La. |
| Shelby, Iva | Rural Ed. | Castor, La. |
| Smith, Mildred | Grammar | Houma, La. |
| Southern, Montrose | Primary | Haynesville, La. |
| Speir, Elizabeth | Math.—Sci. | Collinston, La. |
| Sudduth, Alice | Grammar | Mamou, La. |
| Tauzin, Josephine | Hist.—Eng. | Natchitoches, La. |
| Terral, Amanda | Grammar | Dodson, La. |
| Thomas, Olive | Home Economics | Cotton Valley, La. |
| Tillotson, Virgie | Grammar | Gretna, La. |
| Todd, Roberta | Grammar | Bastrop, La. |
| Tubre, Beaumont | Math.—Sci. | Vixen, La. |

| | | |
|---------------------------------|----------------------|-------------------|
| Vaughan, Hattie Ruth..... | Grammar | Greenwood, La. |
| Vidrine, Lillian | Primary | Oakdale, La. |
| Ward, Bessie Lee..... | Grammar | Singer, La. |
| Washburn, Ruth..... | Music—Art | Monroe, La. |
| Watson, Beatrice..... | Hist.—Eng. | Slaughter, La. |
| Webb, Eulalia | Primary | Hope Villa, La. |
| Whatley, Lois..... | Home Economics | Eden, La. |
| White, Ivy J..... | Primary | Mark, La. |
| Williams, Ruth Belle..... | Home Economics | Florien, La. |
| Williamson, Annabelle | Hist.—Language | Lake Charles, La. |
| Yantis, Mary | Grammar | Welsh, La. |
| Men, 3; women, 111. Total, 114. | | |

WINTER CLASS, 1918

MARCH 1, 1918

| | | |
|--------------------------|----------------------|-------------------|
| Alexander, Alline..... | Grammar | Alexandria, La. |
| Amiss, Margery | Music—Art | Baton Rouge, La. |
| Barlow, Virginia | Hist.—Language | Shreveport, La. |
| Baugh, Olie..... | Rural Ed. | Minden, La. |
| Bivens, Omah..... | Rural Ed. | Oak Grove, La. |
| Bowman, Mamie..... | Math.—Sci. | St. Joseph, La. |
| Bryant, Bessie | Music—Art | Monroe, La. |
| Bryant, Katie..... | Hist.—Eng. | Monroe, La. |
| Castleman, Alma | Rural Ed. | Oak Grove, La. |
| Crawford, John E..... | Math.—Sci. | Liberty Hill, La. |
| Darby, Daisy..... | Primary | Alexandria, La. |
| Davis, Georgia | Rural Ed. | Coushatta, La. |
| DeRouen, Mona | Home Economics | Natchitoches, La. |
| Dick, Elizabeth..... | Grammar | Vivian, La. |
| Douglas, Jessie | Hist.—Eng. | Jonesboro, La. |
| Dugdale, Clarence E..... | Math.—Sci. | Natchitoches, La. |
| Gates, Nina..... | Grammar | New Iberia, La. |
| Gehlhausen, Carrie..... | Math.—Sci. | Oak Grove, La. |
| Genre, Marie..... | Math.—Sci. | Pauline, La. |
| Gray, Sallie | Grammar | Shreveport, La. |
| Guillory, Elta..... | Primary | Chataignier, La. |
| Hollinshead, George..... | Hist.—Eng. | Evergreen, La. |
| Holly, Clara | Hist.—Eng. | Pineville, La. |
| Hooker, Nellie | Math.—Sci. | Florien, La. |
| Houston, Georgia..... | Primary | Tioga, La. |
| Johnson, Bertha..... | Primary | Hobart, La. |
| Kemper, Alice | Home Economics | Franklin, La. |
| Landry, Kate | Primary | Thibodaux, La. |
| Latham, Lucille | Primary | Robeline, La. |

| | | |
|--------------------------|----------------------|-------------------|
| Lawson, Lila..... | Primary | Lutcher, La. |
| LeBlanc, Maud..... | Hist.—Eng. | Houma, La. |
| LeBrun, May..... | Grammar | Reserve, La. |
| LeDoux, M. Sterling..... | Math.—Sci. | Indian Bayou, La. |
| Levy, Rose C..... | Grammar | Franklin, La. |
| Mattison, Gertrude | Primary | DeRidder, La. |
| Mendoza, Theresa | Math.—Sci. | Jeanerette, La. |
| Merrell, Hazel..... | Primary | Robeline, La. |
| Miller, Evelyn..... | Hist.—Eng. | Houma, La. |
| O'Neal, Velma..... | Grammar | Choudrant, La. |
| Perry, Alma..... | Primary | Campti, La. |
| Pertuis, Vivian..... | Grammar | Gonzales, La. |
| Peters, Kathleen | Primary | Many, La. |
| Pettis, John O. | Math.—Sci. | Bastrop, La. |
| Pierce, Bessie | Home Economics | Grayson, La. |
| Robert, Edward B..... | Hist.—Eng. | Evergreen, La. |
| Rogers, Lilly..... | Grammar | Evergreen, La. |
| Schulze, Octave..... | Hist.—Eng. | Monroe, La. |
| Sheppard, Amy..... | Home Economics | Jena, La. |
| Siess, Nelle..... | Primary | Marksville, La. |
| Singleton, Rai..... | Primary | Campti, La. |
| Smith, Eleanor..... | Home Economics | Angola, La. |
| Smith, Maggie..... | Primary | Ringgold, La. |
| Stoker, Eva..... | Primary | Robeline, La. |
| Wasson, Kate..... | Grammar | Winnfield, La. |
| Williams, Edna | Grammar | Florien, La. |
| Williamson, Caro..... | Hist.—Eng. | Natchitoches, La. |
| Young, Virginia..... | Hist.—Eng. | Alexandria, La. |

Men, 6; women, 51. Total, 57.

FALL CLASS, 1917

NOVEMBER 30, 1917

| | | |
|----------------------------|----------------------|-------------------|
| Allen, Clio..... | Hist.—Eng. | Natchitoches, La. |
| Bonin, Anastasia..... | Hist.—Eng. | Loreauville, La. |
| Brouillette, W. J..... | Math.—Sci. | Marksville, La. |
| Cooper, Mrs. Olive L..... | Home Economics | Winnfield, La. |
| Couvillion, Eugenie | Primary | Marksville, La. |
| Ensminger, Stella Mae..... | Hist.—Eng. | Wisner, La. |
| Fellows, Alice..... | Hist.—Eng. | Mowata, La. |
| Gray, Thelma..... | Grammar | Zwolle, La. |
| Haile, Myrtle..... | Grammar | New Roads, La. |
| Harelson, Bessie..... | Home Economics | Baton Rouge, La. |
| Hollinshead, May..... | Home Economics | Evergreen, La. |
| Houeye, E. E..... | Grammar | Amite, La. |

| | | |
|-------------------------------|----------------------|-----------------------|
| Howard, Gracie | Home Economics | Coushatta, La. |
| Lacour, Lillie | Grammar | Moreauville, La. |
| Leake, Mel | Primary | St. Francisville, La. |
| Long, Leota | Grammar | Coushatta, La. |
| McGrew, Beatrice | Primary | Baton Rouge, La. |
| Moncure, Nancy | Language | Shreveport, La. |
| Morgan, Katie L. | Home Economics | Baton Rouge, La. |
| Poret, Geo. C. | Hist.—Eng. | Mansura, La. |
| Pragst, Augusta | Primary | Natchitoches, La. |
| Provost, Oakley | Math.—Sci. | Grand Cane, La. |
| Purnell, Grace | Home Economics | Tallulah, La. |
| Satterly, Annie Lee | Primary | Shreveport, La. |
| Simmons, W. E. | Rural Ed. | Mt. Hermon, La. |
| Smith, Karl C. | Rural Ed. | Verda, La. |
| Men, 6; women, 20. Total, 26. | | |

SUMMER CLASS, 1917

AUGUST 7, 1917

| | | |
|----------------------------|----------------------|-------------------|
| Aaron, Camille | Grammar | Pineville, La. |
| Allen, Imogene | Grammar | Natchitoches, La. |
| Armstrong, Meady J. | Rural Ed. | Belmont, La. |
| Arnaud, Marie Louise | Language | Chenal, La. |
| Bahm, Clotilde | Grammar | Arcola, La. |
| Bahm, Porter R. | Rural Ed. | Independence, La. |
| Barlow, Myrna Grace | Music—Art | Natchitoches, La. |
| Biossat, Mrs. Inez R. | Primary | Lafayette, La. |
| Bohn, Emma | Grammar | Lutcher, La. |
| Bolin, Kathryn | Primary | Haynesville, La. |
| Bouanchaud, Winnie | Language | New Roads, La. |
| Bowden, Julia | Grammar | Pelican, La. |
| Caldwell, Glennie | Grammar | Liberty Hill, La. |
| Callihan, Ina | Grammar | Legonier, La. |
| Cappel, Bert E. | Math.—Sci. | Longbridge, La. |
| Carraway, Laura | Rural Ed. | Goldonna, La. |
| Cunningham, Sadie | Grammar | Natchitoches, La. |
| Davis, Edmond | Math.—Sci. | Pineville, La. |
| Davis, R. Irving | Rural Ed. | Rosepine, La. |
| DeBlieux, Bessie | Language | Plaquemine, La. |
| DeLoach, Vallie | Grammar | Homer, La. |
| Dill, Ora | Home Economics | Winnsboro, La. |
| Elder, Mildred | Grammar | Tallulah, La. |
| Emerson, Naomi | Home Economics | Bryceland, La. |
| Garrett, Delia | Language | Eros, La. |
| Gibbs, Edna | Home Economics | Natchitoches, La. |

| | | |
|--------------------------|----------------------|---------------------|
| Griffith, Mamie..... | Language | Opelousas, La. |
| Hawkins, Ethel..... | Rural Ed. | Natchitoches, La. |
| Hays, Anna..... | Grammar | Haughton, La. |
| Henry, Mabel Barlow..... | Music—Art | Natchitoches, La. |
| Jackson, Maribel | Home Economics | Natchitoches, La. |
| Killen, Maude..... | Home Economics | Natchitoches, La. |
| Kyle, Elizabeth..... | Grammar | Houma, La. |
| Leonard, Clarence..... | Hist.—Eng. | Natchitoches, La. |
| Lucas, Ila | Primary | Dodson, La. |
| Lyne, Laura..... | Primary | Dallas, Texas |
| McEnery, Clara..... | Primary | Monroe, La. |
| McFarland, Rena..... | Hist.—Eng. | Many, La. |
| Melancon, Julia..... | Language | New Orleans, La. |
| Mendoza, Alfred A..... | Rural Ed. | Jeanerette, La. |
| Miller, Leroy S..... | Math.—Sci. | Florien, La. |
| Moreland, Harvey W..... | Rural Ed. | New Era, La. |
| Nabours, Mary A..... | Hist.—Eng. | Many, La. |
| Oden, Mary..... | Primary | Arcadia, La. |
| Owen, Edna | Home Economics | Haynesville, La. |
| Palmer, Maggie..... | Music—Art | Hornbeck, La. |
| Parham, Betty..... | Grammar | Natchez, Miss. |
| Prudhomme, Una..... | Grammar | Natchitoches, La. |
| Sanders, Dannie..... | Grammar | Simsboro, La. |
| Shutts, Martha..... | Math.—Sci. | Lake Charles, La. |
| Sikes, Dennis E..... | Rural Ed. | Dodson, La. |
| Smiley, Cecil..... | Grammar | Denham Springs, La. |
| Smith, Margie | Grammar | Pelican, La. |
| Street, Pearl..... | Hist.—Eng. | Evangeline, La. |
| Swift, C. B..... | Math.—Sci. | Glenmora, La. |
| Sylvest, Murphy J..... | Hist.—Eng. | Franklinton, La. |
| Talbert, Kate..... | Grammar | Mangham, La. |
| Timon, Annie..... | Hist.—Eng. | Powhatan, La. |
| Washburn, Esther | Grammar | Colfax, La. |
| Walker, Nancy..... | Primary | Gonzales, La. |
| Webb, Charles E..... | Rural Ed. | Vowell's Mills, La. |
| Webster, Elizabeth..... | Rural Ed. | Shreveport, La. |

Men, 13; women, 49. Total, 62.

ROSTER OF STUDENTS

CALENDAR YEAR, 1918

1. The following list includes, without duplication, the names of all students enrolled during the Winter, Spring, Summer and Fall Quarters of 1918.

2. The courses pursued by the students and their classification are given in the third column.

3. The following abbreviations are used in designating the courses, to-wit:

| | | | |
|---------------|-----------------|---------------|---------------------|
| Gr. ----- | Grammar | M. A. ----- | Music and Art |
| H. Eng. ----- | History-English | M. S. ----- | Mathematics-Science |
| H. Fr. ----- | History-French | Pr. ----- | Primary |
| H. Lat. ----- | History-Latin | Ru. Ed. ----- | Rural Education |
| Ho. Ec. ----- | Home Economics | So. Sc. ----- | Social Science |
| Irreg. ----- | Irregular | Un. ----- | Course undetermined |
| Lang. ----- | Language | | |

4. The classification of students on January 1, 1919, is indicated by the arabic numerals; the first denotes the year, the second the term. H. S.—B. and H. S.—C. indicate classification in pre-normal classes, corresponding to fourth-year high-school work. Grad. denotes students who have completed the two-year normal course.

5. S. S.—1 and S. S.—2 denote classification in first grade and second grade, respectively, of the summer school.

NORMAL DEPARTMENT

| NAME | PARISH | |
|---------------------------|--------------------|---------------|
| Aaron, Hannah..... | Natchitoches | H. S.—B. |
| Aaron, Josie D..... | Natchitoches | H. S.—B. |
| Aaron, Mary Ellen..... | Natchitoches | Pr. 1—2 |
| Aaron, Mrs. M..... | Natchitoches | Irreg. |
| Abbet, Vera | Union | Gr.—Grad. |
| Abington, Katie | Allen | H. Eng.—Grad. |
| Abington, Virginia..... | Allen | H. Lat.—Grad. |
| Abraham, Pauline..... | Tensas | Lang. 2—2 |
| Adams, Bertha..... | Natchitoches | S. S.—2 |
| Adams, Mrs. F. A..... | De Soto | H. S.—B. |
| Adams, Gladys..... | St. Mary | Pr. 2—3 |
| Adams, Nettie Leona..... | St. Mary | M. S. 2—3 |
| Adams, Ursa..... | Caddo | H. Eng. 1—3 |
| Akers, Corinne..... | Tangipahoa | Pr. 1—2 |
| Alexander, Alline..... | Rapides | Gr.—Grad. |
| Alford, Clifflie..... | Rapides | Gr. 2—2 |
| Alison, D. Katherine..... | Bossier | H. Eng. 1—3 |
| Allen, A. Ruth..... | Natchitoches | H. Eng. 2—3 |
| Allen, Clio..... | Natchitoches | Lang.—Grad. |
| Allen, Dahlia | Sabine | S. S.—1 |
| Allen, Gladys | Natchitoches | H. Eng.—Grad. |

| NAME | PARISH | |
|----------------------------|------------------------|---------------|
| Allen, Grace..... | Vernon | H. Eng.—Grad. |
| Allen, Zelda | Natchitoches | Un. 1—1 |
| Allgood, Alline..... | Claiborne | H. S.—B. |
| Allison, Beulah..... | Caddo | M. S.—Grad. |
| Ambrose, Cora | Webster | H. S.—C. |
| Amiss, Margery..... | East Baton Rouge | M. A.—Grad. |
| Anderson, Bertie Mae..... | Calcasieu | Gr. 2—2 |
| Anderson, Edna Beth..... | Calcasieu | Gr.—Grad. |
| Anderson, Ora Mae..... | Ouachita | H. S.—B. |
| Andries, Leoni..... | Sabine | S. S.—2 |
| Ard, Fannye..... | Feliciana | Pr.—Grad. |
| Armstrong, Hattie Mae..... | Sabine | Pr. 2—1 |
| Arnold, Annie Lou..... | Caddo | S. S.—1 |
| Atkins, Frances..... | North Dakota | Ru. Ed. 2—1 |
| Atkins, Jewell | Caddo | S. S.—2 |
| Aycock, Marguerite..... | Webster | H. Eng. 2—1 |
| Babin, Hazel Mary..... | Iberville | H. S.—B. |
| Babin, Julia Louise..... | St. John | Pr. 2—2 |
| Babin, Ruth Margaret..... | St. John | Ho. Ec. 2—2 |
| Babington, Helen | St. Landry | H. S.—C. |
| Bacot, Kate Doherty..... | East Baton Rouge..... | H. Eng. 3—3 |
| Bacot, Madelaine..... | East Baton Rouge | H. Eng. 1—3 |
| Baker, Irene | St. James | Pr. 2—3 |
| Baker, Mary E..... | Lewis County, Mo. | Gr.—Grad. |
| Balentine, Maggie..... | Rapides | S. S.—2 |
| Ball, Hattie Inez..... | Grant | Un. 1—1 |
| Ballard, Odessie..... | Natchitoches | S. S.—2 |
| Ballew, Esta Mae..... | Acadia | H. S.—C. |
| Barbay, Eunice Daisy..... | St. James | S. S.—1 |
| Barbee, Bessie Lee..... | Sabine | Irreg. |
| Barlow, Eva Virginia..... | Caddo | H. Eng. 3—2 |
| Barlow, Irene..... | Sabine | So. Sc. 2—1 |
| Barlow, Lucille | Sabine | H. Fr. 1—3 |
| Barman, Anna Lucille | Ascension | Pr. 2—2 |
| Barmore, Fannye Lee..... | Richland | S. S.—2 |
| Bernard, Gladys..... | Rapides | Pr.—Grad. |
| Barnes, Bernice..... | De Soto | H. Eng. 2—3 |
| Barron, Cloma | Bienville | H. S.—C. |
| Bass, Mary..... | Madison | Pr. 2—2 |
| Bates, Annie Mae..... | Natchitoches | S. S.—1 |
| Bates, Ella Loretta..... | Natchitoches | S. S.—2 |
| Baugh, Olie..... | Claiborne | Ru. Ed.—Grad. |
| Bauland, Etta Mildred..... | Terrebonne | H. S.—B. |
| Baxley, Lelia | Grant | S. S.—1 |

| NAME | PARISH | |
|-----------------------------|---------------------|---------------|
| Bazer, Claudia..... | De Soto | Ru. Ed. 1—3 |
| Beal, Edward James..... | Natchitoches | S. S.—2 |
| Beard, Rita..... | Natchitoches | H. S.—B. |
| Beavers, Vida..... | Claiborne | S. S.—2 |
| Becnel, Marie..... | St. James | S. S.—2 |
| Bedsole, Leona..... | Natchitoches | S. S.—1 |
| Bedsole, Rosa..... | Rapides | S. S.—2 |
| Beene, Lillie..... | Claiborne | H. S.—B. |
| Beene, Rosa Belle..... | Claiborne | H. S.—B. |
| Beesley, Ruth..... | Rapides | Ru. Ed. 3—2 |
| Bell, Etta..... | Richland | S. S.—2 |
| Bell, Ida G..... | Natchitoches | S. S.—2 |
| Bell, Pauline..... | Texas | Ho. Ec. 2—2 |
| Benner, Pansy..... | Vernon | H. Eng. 1—2 |
| Bergeron, Leona Gladys..... | Terrebone | Lang.—Grad. |
| Berry, Blanche..... | Natchitoches | H. S.—B. |
| Berry, Nora..... | Natchitoches | M. S. 2—2 |
| Berwick, Eunice..... | St. Mary | H. Eng.—Grad. |
| Bethume, Winnie..... | Allen | S. S.—2 |
| Bickham, Susie Mae..... | Caddo | H. S.—B. |
| Bigner, Jennye..... | Grant | S. S.—2 |
| Bilberry, Miss Henrie..... | Union | H. S.—C. |
| Bishop, Eleanor Alden..... | Natchitoches | Pr. 1—2 |
| Bishop, Margaret..... | Natchitoches | Ho. Ec. 1—2 |
| Bivens, Lula Mae..... | Vernon | S. S.—1 |
| Bivens, Omah..... | West Carroll | Ru. Ed.—Grad. |
| Blackman, Ida Fenwick..... | Rapides | Ho. Ec. 1—2 |
| Blalock, Henry W..... | St. Landry | M. S. 2—2 |
| Blouin, Gertrude..... | Lafourche | H. Eng. 2—1 |
| Bodin, Anita..... | St. Mary | Gr.—Grad. |
| Bolgiano, Martha Ida..... | Vernon | S. S.—2 |
| Bolgiano, Nona Bell..... | Vernon | S. S.—2 |
| Bond, Essie..... | Livingston | S. S.—1 |
| Bond, Pearl..... | Washington | Ho. Ec. 2—2 |
| Bondurant, Janye..... | Franklin | Pr. 2—3 |
| Bonin, Anastasia..... | Iberia | Lang.—Grad. |
| Bonner, Rubie..... | Claiborne | Pr.—Grad. |
| Bonnette, Agnes..... | Pointe Coupée | S. S.—2 |
| Boone, Mrs. Ruby..... | Bienville | Gr. 2—2 |
| Bordelon, Dora P..... | Calcasieu | Gr.—Grad. |
| Bordelon, Estelle..... | Avoyelles | Pr. 1—3 |
| Boswell, Oscar..... | St. Mary | Gr. 2—2 |
| Boudreaux, Clotilde..... | Natchitoches | Un. |
| Boudreaux, Stella..... | Lafourche | S. S.—2 |

| NAME | PARISH | |
|--------------------------------|-----------------------|---------------|
| Bourg, Mamie..... | Assumption | Gr. 2—3 |
| Bourgeois, Marion E..... | St. Mary | M. S.—Grad. |
| Bourgeois, Pauline | Jeff. Davis | Pr. 2—1 |
| Bower, Frances Ruth..... | Winn | S. S.—1 |
| Bowles, Miss Johne..... | East Feliciana | Ho. Ec. 2—1 |
| Bowles, Lillian..... | Orleans | Pr. 2—2 |
| Bowman, Mamie..... | Tensas | M. S. 3—2 |
| Boydston, Maggie | Natchitoches | M. A.—Grad. |
| Boyet, Thelma | Bienville | Ru. Ed. 1—2 |
| Bozeman, Laetitia..... | Sabine | M. S. 2—1 |
| Braddock, Pearl..... | Winn | S. S.—1 |
| Bradford, Clara..... | Catahoula | S. S.—2 |
| Bradford, Tom G..... | La Salle | S. S.—2 |
| Braig, Mamie..... | St. Tammany | S. S.—2 |
| Braud, Etta | Ascension | Pr. 1—3 |
| Braud, Jeanne..... | Lafourche | Un. 1—1 |
| Braud, Mae | Ascension | Pr. 1—2 |
| Breazeale, Gladys | Natchitoches | Irreg. |
| Breazeale, Measie | Natchitoches | Pr. 1—3 |
| Breedlove, Faith..... | Natchitoches | H. S.—9 C. |
| Breland, Effie..... | Washington | Gr. Grad. |
| Brewer, Bertha Mae..... | Caddo | S. S.—2 |
| Brewton, Lessie Fay..... | Natchitoches | Irreg. |
| Bridgeman, Bessie D..... | Claiborne | Pr. 1—3 |
| Brinkman, Mary Sage | De Soto | H. S.—B. |
| Britain, Louane..... | Red River | S. S.—2 |
| Britt, Ardelia Jane..... | Rapides | Gr. 2—3 |
| Britt, Mary..... | Rapides | Ho. Ec. 2—2 |
| Brittain, Alice Pearl..... | Rapides | Gr. 1—1 |
| Brodnax, Georgie..... | Morehouse | Ru. Ed. 1—1 |
| Brou, Laurence..... | St. John | Lang.—Grad. |
| Brouillette, Walter..... | Avoyelles | M. S.—Grad. |
| Broussard, Bessie Pauline..... | Concordia | Pr. 2—2 |
| Brown, Anna..... | East Baton Rouge..... | S. S.—1 |
| Brown, Emma | Concordia | Pr. 2—2 |
| Brown, Mattie..... | Claiborne | Pr. 2—2 |
| Brown, Neely Charles..... | Avoyelles | M. S. 1—1 |
| Browne, Emma B..... | Concordia | Pr. 2—1 |
| Browne, Lena..... | Iberville | Pr. 1—2 |
| Bryan, Frank..... | Rapides | S. S.—2 |
| Bryant, Bessie B..... | Ouachita | M. A.—Grad. |
| Bryant, Katie Ramsey..... | Ouachita | H. Eng.—Grad. |
| Bryant, Lera..... | Ouachita | Ho. Ec. 2—2 |
| Bryant, Leta..... | Ouachita | Ho. Ec. 2—2 |

| NAME | PARISH | |
|-----------------------------|------------------|---------------|
| Buatt, Bruce Blanks..... | Morehouse | M. S. 1—3 |
| Buckner, Elsie..... | Bienville | Lang. 2—3 |
| Buckner, Ruby..... | Grant | S. S.—2 |
| Bumgardner, Mrs. May..... | Bienville | S. S.—1 |
| Bundrick, Cornelia..... | Winn | S. S.—2 |
| Burke, Leola..... | Sabine | S. S.—2 |
| Burleigh, Anita..... | St. Landry | Gr. 2—1 |
| Burleigh, Roby..... | Bienville | Pr. Grad. |
| Burley, Ruth A..... | Concordia | Ru. Ed. 2—2 |
| Bustin, Flossy..... | Natchitoches | Ho. Ec. 1—1 |
| Butler, Grace Devine..... | Natchitoches | Ru. Ed. 1—2 |
| Byrd, Allie..... | Sabine | Pr. 1—1 |
| | | |
| Cain, Lillie Loucretia..... | Vernon | Pr. 1—1 |
| Callendar, Jewell..... | Claiborne | Gr. 2—2 |
| Calloway, Virgie..... | Union | Un.—1 |
| Cambre, Mary Lee..... | Rapides | H. Eng. 2—2 |
| Campbell, Angela Numa..... | Concordia | Pr. 1—1 |
| Campbell, Roberta H..... | Caddo | Un. 1—2 |
| Cargill, Fleta Lucille..... | Natchitoches | Gr. 1—2 |
| Carney, Emmie..... | East Feliciana | S. S.—2 |
| Carroll, Mary Edna..... | Natchitoches | H. Eng. 1—2 |
| Carroll, Sudie Mae..... | Union | M. S. 2—2 |
| Carter, Cammie..... | Catahoula | S. S.—2 |
| Carver, Marshal..... | Natchitoches | Un. 1—1 |
| Cass, Beulah Mae..... | Avoyelles | Gr. 2—2 |
| Castleman, Alma..... | West Carroll | Ru. Ed.—Grad. |
| Causey, Ophie..... | Rapides | Pr. 2—2 |
| Cavanaugh, Allie..... | Vernon | H. Eng. 2—2 |
| Chaffin, Bess..... | De Soto | Un. 1—2 |
| Chambers, Percy Louis..... | Avoyelles | H. Eng. 1—3 |
| Chance, Clara M..... | Caddo | H. S.—C. |
| Chandler, Alda..... | Natchitoches | Ru. Ed. 1—1 |
| Chandler, Florence..... | Caddo | Pr. 2—1 |
| Chaney, Maude..... | East Feliciana | Ru. Ed. 2—2 |
| Chaplin, Inez..... | Natchitoches | Irreg. |
| Charlet, Alphonsine..... | Assumption | Pr.—Grad. |
| Charging, Odelle..... | Claiborne | Pr. 1—3 |
| Cheshire, Jessie Jane..... | Webster | Pr. 2—3 |
| Cheshire, Sadie..... | Webster | Gr. 2—2 |
| Chustz, Ida M..... | West Baton Rouge | S. S.—2 |
| Clanton, Charlie..... | Natchitoches | H. S.—C. |
| Clark, Myrtle..... | Catahoula | S. S.—2 |
| Clark, Viola..... | Natchitoches | S. S.—2 |

| NAME | PARISH | |
|-------------------------------|------------------|---------------|
| Clark, Willie Eleanor..... | Natchitoches | H. S.—C. |
| Cloutier, Hazel..... | Natchitoches | Pr. 1—3 |
| Coates, Vera..... | Ouachita | S. S.—1 |
| Cobb, Ellaine..... | East Feliciana | Pr. 2—2 |
| Cockerham, Emma..... | Natchitoches | H. Eng. 1—2 |
| Cockfield, Estelle..... | Natchitoches | H. Eng. 3—2 |
| Cockfield, Pearl..... | Natchitoches | Pr. 2—3 |
| Coffey, Ruby..... | Natchitoches | S. S.—2 |
| Coffey, Susie..... | Natchitoches | S. S.—1 |
| Coker, Mrs. Clara..... | Natchitoches | S. S.—2 |
| Coker, John E..... | Natchitoches | Ru. Ed. 1—3 |
| Cole, Gladys..... | Union | Ho. Ec.—Grad. |
| Cole, Merrye..... | Union | Ho. Ec. 1—1 |
| Collette, Mabel Edna..... | Jeff. Davis | Pr.—Grad. |
| Collins, Lessie..... | St. Mary | H. S.—C. |
| Collins, Lindor..... | Vernon | Gr.—Grad. |
| Collins, Mrs. Margaret A..... | West Feliciana | S. S.—1 |
| Collins, Mattie..... | St. Mary | Ho. Ec.—Grad. |
| Collins, Pearl Eugenia..... | Winn | S. S.—1 |
| Collinsworth, Clara..... | Bienville | Pr.—Grad. |
| Collinsworth, Leona..... | Webster | S. S.—2 |
| Colton, Irone..... | Natchitoches | H. Eng.—Grad. |
| Colvin, Agnes..... | Lincoln | Ru. Ed. 2—2 |
| Colvin, Hazel..... | Lincoln | Pr. 2—2 |
| Colwell, Thelma..... | Winn | Gr. 1—1 |
| Conely, Nannie Maud..... | Rapides | Gr.—Grad. |
| Coney, Cameron B..... | Catahoula | Ru. Ed. 1—1 |
| Conger, Gladys..... | Bienville | Pr.—Grad. |
| Connell, Lizzie..... | East Feliciana | Pr. 2—1 |
| Cook, Eleanor..... | Tangipahoa | H. Eng.—Grad. |
| Cook, Eloise..... | Tangipahoa | Un. 1—2 |
| Cook, Essie..... | Natchitoches | Pr. 2—2 |
| Cook, Marion..... | Tangipahoa | Un. 1—1 |
| Cook, Sadie Camile..... | Natchitoches | H. S.—10b |
| Cook, Vannie..... | Natchitoches | M. S. 3—2 |
| Cooley, June..... | Natchitoches | Pr. 2—1 |
| Coon, Ammon..... | Jackson | Ru. Ed.—Grad. |
| Cooper, Erie..... | East Baton Rouge | S. S.—2 |
| Cooper, Mrs. Olive..... | Winn | Ho. Ec.—Grad. |
| Corbin, Hazel..... | De Soto | Un. 1—1 |
| Corbin, Ida Mae..... | De Soto | Gr. 2—2 |
| Corkery, Annie..... | Pointe Coupée | Pr. 1—2 |
| Corley, Alma Gertrude..... | Red River | Pr. 2—1 |
| Corley, Florence..... | Rapides | M. S. 2—3 |

| NAME | PARISH | |
|-----------------------------|----------------------|---------------|
| Corley, Ida Lilliane..... | Natchitoches | Irreg. |
| Corley, Ophia..... | Rapides | S. S.—2 |
| Cotner, Effie Hurl..... | West Carroll | Ru. Ed. 2—2 |
| Coulon, Genevieve J. | Lafourche | H. S.—C. |
| Courtney, Addie Peyton..... | De Soto | S. S.—1 |
| Courtney, Aubrey..... | Grant | Un. 1—1 |
| Courtney, Mary | Grant | Pr. 1—2 |
| Couvillion, Augustus..... | Avoyelles | H. S.—B. |
| Couvillion, Clara | Avoyelles | Gr. 2—2 |
| Couvillion, Eugenie..... | Avoyelles | Pr.—Grad. |
| Couvillion, Ruth | Avoyelles | Gr. 2—3 |
| Couvillion, W. F., Jr..... | Avoyelles | H. S.—B. |
| Cox, Sarah | Natchitoches | S. S.—1 |
| Cox, Vivian | De Soto | Ru. Ed. 1—3 |
| Crain, Ottis | Winn | S. S.—2 |
| Cravath, Gertrude..... | Caddo | M. S.—Grad. |
| Crawford, John Egan..... | Bienville | M. S.—Grad. |
| Crawford, Juanita | East Feliciana | H. S.—C. |
| Creed, Ethel | Grant | S. S.—1 |
| Creed, Lotus..... | Grant | S. S.—2 |
| Crouch, Josie | Concordia | S. S.—2 |
| Crow, Charley R..... | Webster | Ru. Ed. 2—3 |
| Crow, Thelma..... | Caddo | H. S.—B. |
| Crow, Velma Louise..... | Natchitoches | Un. 1—2 |
| Crump, Luda Misker..... | Natchitoches | Pr. 1—2 |
| Cuculich, Mrs. Addie..... | Acadia | Irreg. |
| Cumming, D. James..... | Natchitoches | Irreg. |
| Cunningham, George..... | Orleans | H. Eng. 1—2 |
| Cunningham, Sadie..... | Natchitoches | Gr.—Grad. |
| Cunningham, Wm. Peyton.... | Natchitoches | H. Eng. 2—2 |
| Cunningham, Mrs. W. T..... | Natchitoches | Irreg. |
| Currie, Dora..... | Sabine | S. S.—1 |
| Currie, Esther Lynn | Texas | Un. 1—2 |
| Currie, Nellie..... | Caddo | H. Eng.—Grad. |
| Currie, Ruby Mae..... | Sabine | Gr. 2—2 |
| Daigle, Aloysia Agnes..... | Iberville | Pr. 1—1 |
| Dalrymple, Ethel..... | Bossier | S. S.—1 |
| D'Amico, Alberta..... | Richland | S. S.—2 |
| Darby, Daisy D..... | Rapides | Pr.—Grad. |
| Darby, Marjorie Mary..... | Iberia | S. S.—1 |
| Davidson, Hixie..... | Lincoln | H. Eng.—Grad. |
| Davis, Anna Winnie..... | St. Mary | H. S.—C. |
| Davis, Eula..... | Pointe Coupée | Ru. Ed.—Grad. |

| NAME | PARISH | |
|------------------------------|---------------|---------------|
| Davis, Georgie Adeline..... | Red River | Ru. Ed.—Grad. |
| Davis, Gladys A..... | Concordia | Pr.—Grad. |
| Davis, Irma..... | Vernon | H. Eng.—Grad. |
| Davis, Lora L..... | Grant | S. S.—2 |
| Davis, Lucie..... | Natchitoches | S. S.—1 |
| Davis, Mamie Agnes..... | St. Mary | Ho. Ec. 2—2 |
| Davis, Minnie Lee..... | Lincoln | Gr.—Grad. |
| Davis, Ruby..... | Natchitoches | S. S.—2 |
| Davitt, Marzilla May..... | Caldwell | H. Eng.—Grad. |
| Dawson, Eula..... | Claiborne | H. Eng. 1—2 |
| De Blanc, Alco Mary..... | Iberia | Lang. 2—1 |
| De Blieux, Camille..... | Natchitoches | M. A.—Grad. |
| De Blieux, Chas..... | Natchitoches | Irreg. |
| De Blieux, Gwynn..... | Iberville | Ho. Ec. 1—3 |
| De Blieux, Mrs. Lestan..... | Natchitoches | Irreg. |
| De Blieux, Lucille..... | Natchitoches | M. A. 3—1 |
| De Blieux, May Ways..... | Natchitoches | Irreg. |
| Delaune, Ida..... | Lafourche | Un. 1—1 |
| De Loach, Anna Lucia..... | Claiborne | Pr.—Grad. |
| Demoruelle, Amy..... | Pointe Coupée | Lang. 3—2 |
| Denson, Lois..... | Franklin | S. S.—1 |
| Denson, Mellie Cordill..... | Franklin | Un. 1—1 |
| De Rouen, Mona..... | Natchitoches | Ho. Ec.—Grad. |
| Derveloy, Lawrence..... | Vermilion | Pr.—Grad. |
| Desadier, Marguerite..... | Natchitoches | Lang. 2—3 |
| De Witt, Edna M..... | Grant | S. S.—1 |
| Dey, Edna..... | Natchitoches | Pr. 1—2 |
| Dick, Elizabeth..... | Caddo | Gr.—Grad. |
| Dickerson, Bettie Mae..... | Bienville | S. S.—2 |
| Didier, Ellen Josephine..... | Avoyelles | Un. 1—2 |
| Dill, Florence..... | Lafourche | Pr. 2—2 |
| Dixon, Grace..... | De Soto | S. S.—1 |
| Dixon, Mattie..... | De Soto | S. S.—1 |
| Doerle, Alma..... | Iberia | Gr.—Grad. |
| Dominique, Emily Jane..... | Natchitoches | Un. 1—1 |
| Dore, Florence Eula..... | Terrebonne | H. S.—C |
| Doughty, David M..... | Catahoula | H. Lat. 3—2 |
| Douglas, Jessie..... | Jackson | H. Eng.—Grad. |
| Dowden, M. Edna..... | Natchitoches | S. S.—2 |
| Dowell, Lida..... | Sabine | Ru. Ed.—Grad. |
| Dowell, James..... | Sabine | Un. 1—2 |
| Dranguet, Helen..... | Red River | Un 1—2 |
| Dreyfus, Mrs. C..... | Natchitoches | Irreg. |
| Du Bois, Orna..... | Natchitoches | S. S.—2 |

| NAME | PARISH | |
|-----------------------------|------------------------|---------------|
| Ducournau, Alfred..... | Natchitoches | Ru. Ed. 1—3 |
| Ducournau, Lelia..... | Natchitoches | Irreg. |
| Dugdale, Clarence E..... | Natchitoches | M. S. 3—2 |
| Duggan, Elizabeth..... | Sabine | Un. 1—2 |
| Duggan, Florence..... | Sabine | Ru. Ed. 2—3 |
| Duke, Catherine..... | Grant | S. S.—2 |
| Dunbar, Virginia..... | East Baton Rouge | Un. 1—2 |
| Dunn, Bernice Ella..... | Claiborne | Un. 1—1 |
| Dunn, Bertha P..... | Caldwell | S. S.—2 |
| Dupree, Cleo..... | Red River | Ru. Ed. 2—3 |
| Dupuy, Inez Madeline..... | Iberville | Un. 1—1 |
| Durbin, Alice..... | Tensas | S. S.—2 |
| Durham, Gladys..... | Franklin | S. S.—2 |
| Durham, Rubye | Franklin | S. S.—2 |
| Durio, Williemel..... | St. Landry | M. S. 2—2 |
| Durr, Ethel..... | Natchitoches | S. S.—2 |
| Durrett, Annie..... | Sabine | H. S.—B. |
| Dyer, Bertha A..... | Rapides | S. S.—1 |
| Dyer, Frances Alice..... | Jefferson Davis | H. Eng. 2—1 |
| Dyer, Susie..... | Rapides | S. S.—1 |
| Dyer, Miss Willie..... | Allen | Pr.—Grad. |
| Eaton, Bernice..... | Natchitoches | Un. 1—1 |
| Eaton, Elsie..... | Jefferson Davis | S. S.—2 |
| Edgar, Cora Mae..... | Rapides | Pr.—Grad. |
| Ellender, Miss Walter..... | Terrebonne | H. S.—B. |
| Elliott, Edna | Franklin | S. S.—2 |
| Elliott, Hattie | Evangeline | S. S.—1 |
| Elliott, Lillie May..... | Avoyelles | Ho. Ec. 1—2 |
| Elliott, Perle Oma..... | Winn | S. S.—2 |
| Elliott, Theo..... | Red River | S. S.—1 |
| Emerson, Docia..... | Bienville | Gr.—Grad. |
| Emmons, Berta | Winn | S. S.—2 |
| Ensminger, Stella Mae..... | Franklin | H. Eng.—Grad. |
| Evans, Artie..... | St. Landry | Ho. Ec. 1—1 |
| Evans, Georgia A..... | Caldwell | S. S.—1 |
| Everett, Eunice Edessa..... | Vernon | S. S.—1 |
| Everett, Milburn..... | Rapides | H. S.—B. |
| Fargerson, Izora | De Soto | Ru. Ed. 2—2 |
| Farley, Avice..... | Natchitoches | M. S. 1—3 |
| Farley, Kenneth..... | Natchitoches | Ru. Ed. 1—2 |
| Fellows, Alice B..... | Acadia | H. Eng.—Grad. |
| Ferguson, Vera..... | Lincoln | Ru. Ed. 2—2 |

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|------------------------------|--------------------|---------------|
| Fincher, Coral..... | De Soto | Ho. Ec. 1—3 |
| Fink, Mrs. Belle..... | Natchitoches | Irreg. |
| Finklea, Ruth..... | Ouachita | Gr.—Grad. |
| Finlay, Mary Frances..... | La Salle | S. S.—2 |
| Firmin, Stella | Avoyelles | S. S.—2 |
| Fisher, Florence..... | St. Mary | Gr. 2—2 |
| Flanagan, Ollie..... | De Soto | S. S.—1 |
| Flanner, Ouida..... | Orleans | H. S.—B. |
| Fleming, Mrs. A. | Natchitoches | Irreg. |
| Fletcher, Audele..... | Vermilion | Lang.—Grad. |
| Fletcher, Mabel | Grant | H. S.—C. |
| Foley, Catherine..... | Iberville | Pr.—Grad. |
| Ford, Bessie..... | Natchitoches | Gr.—Grad. |
| Ford, Dolly Manilla..... | La Salle | S. S.—2 |
| Ford, Ruth..... | Natchitoches | Un. 1—1 |
| Formby, Neva..... | Sabine | Un. 1—1 |
| Fortson, Bona H..... | De Soto | H. S.—C. |
| Fortson, Mary Ida..... | Claiborne | Pr. 2—2 |
| Foshie, Nellie Gray..... | De Soto | S. S.—1 |
| Foucheaux, Nora..... | Terrebonne | M. S. 3—2 |
| Fournet, Dewey J..... | St. Martin | H. Eng. 2—2 |
| Fowler, Garnett..... | Rapides | Ru. Ed.—Grad. |
| Fox, Etha..... | Winn | S. S.—2 |
| Franklin, Florence..... | Vernon | H. Eng. 2—1 |
| Frasier, Zylpha Rufo..... | Lincoln | Pr. 2—2 |
| Freeman, Dorothy..... | Natchitoches | H. Eng.—Grad. |
| Freeman, J. Willie..... | Natchitoches | Ru. Ed.—Grad. |
| French, Thelma..... | Iberia | H. Fr. 3—2 |
| Freshwater, H. M..... | Avoyelles | So. Sc. 2—2 |
| Frye, Beatrice..... | Webster | Gr. 2—3 |
| Frey, Bell Lessie..... | Natchitoches | Gr. 1—1 |
| Frey, Douglas Eddie..... | Bienville | Un. 1—1 |
| Fuller, Miriam..... | Webster | Pr. 1—2 |
| Fuller, Robert Jennings..... | Lincoln | Ru. Ed.—Grad. |
| Fuller, Shirley..... | Rapides | Ru. Ed.—Grad. |
| Fulton, Hortense..... | Rapides | Pr.—Grad. |
| Funderburk, Maude | Natchitoches | H. Eng. 1—1 |
| Furniss, Frances..... | Bossier | S. S.—1 |
| Gaddis, Sidney..... | Sabine | S. S.—2 |
| Gaddis, Syble Lurline..... | Allen | Ru. Ed. 2—1 |
| Gaharan, Gladys..... | La Salle | S. S.—2 |
| Gainnie, Cecile..... | Lafourche | Pr.—Grad. |
| Gaiennie, Mrs. R. J..... | Natchitoches | Irreg. |

| NAME | PARISH | |
|------------------------------|-----------------------|---------------|
| Gallimore, Virginia..... | Caddo | H. S.—B. |
| Gallent, Carrie A..... | Taugipahoa | H. S.—B. |
| Galy, Honorine..... | Mississippi | Lang.—Grad. |
| Gandy, Maude | Richland | S. S.—2 |
| Garrette, Willie | Bienville | S. S.—2 |
| Garvey, Sabina..... | Rapides | Un. 1—1 |
| Gates, Alice A..... | Iberia | H. Eng. 2—3 |
| Gates, Nina..... | Iberia | Gr.—Grad. |
| Gausseran, Evangeline..... | St. Mary | H. Eng. 2—2 |
| Gehlhausen, Carrie..... | West Carroll | M. S.—Grad. |
| Gehringer, Mary Louise..... | Assumption | Pr.—Grad. |
| Genre, Marie Helen..... | St. James | M. S.—Grad. |
| Gibbons, Kate..... | St. Mary | Gr.—Grad. |
| Gibson, Letha M..... | Catahoula | Ru. Ed. 1—2 |
| Gibson, Sallie..... | Natchitoches | H. S.—C. |
| Gill, Frances..... | Jefferson Davis | H. Eng. 2—2 |
| Gill, Ruby Lee..... | Acadia | Pr. 1—2 |
| Glass, Clyde | Natchitoches | S. S.—1 |
| Gloer, Annie Lesba..... | Bienville | Pr. 1—2 |
| Going, Mrs. E. P..... | Concordia | S. S.—1 |
| Goins, Julia..... | Natchitoches | S. S.—1 |
| Goins, Lillian..... | Natchitoches | S. S.—1 |
| Goldberg, Abe J..... | Natchitoches | Ru. Ed. 1—1 |
| Goldberg, Gussie..... | Natchitoches | H. Eng. 1—3 |
| Goldberg, Jeannette..... | Sabine | H. S.—B. |
| Gonzales, Ethel Blanche..... | Ascension | Pr. 1—2 |
| Goodwin, Ollie Mae..... | Claiborne | Un. 1—2 |
| Goree, Nodie..... | Claiborne | Pr.—Grad. |
| Goss, Lorene..... | Caddo | Ho. Ec. 2—3 |
| Graham, Mary Nellie..... | Red River | H. Eng. 3—2 |
| Gray, Sally Brigham..... | Caddo | Gr.—Grad. |
| Gray, Thelma..... | Sabine | Gr.—Grad. |
| Green, Marvin L..... | Lincoln | H. Eng. 2—2 |
| Green, Reba | Ouachita | H. Eng. 1—2 |
| Green, Selma | Natchitoches | H. S.—10c |
| Greer, Mabel | Caldwell | M. S. 1—2 |
| Gregg, Dorothy | Ouachita | Gr. 1—2 |
| Gregory, Gertrude..... | Winn | S. S.—2 |
| Gregory, Mary Lillian..... | De Soto | Gr.—Grad. |
| Griffin, Julia..... | Webster | Ru. Ed.—Grad. |
| Griffith, Burma Dean..... | Allen | Ho. Ec. 1—2 |
| Grimble, Mattie Julia..... | Avoyelles | S. S.—1 |
| Grimmette, Julia C..... | Winn | Un. 2—1 |
| Groesbeck, Elizabeth | Texas | Ho. Ec. 2—2 |

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| NAME | PARISH | |
|----------------------|------------------|---------------|
| Groner, Leonora | Caddo | Gr.—Grad. |
| Guice, Lillie Lee | Franklin | H. Eng.—Grad. |
| Guidroz, Jeanne | Lafourche | Ru. Ed. 2—3 |
| Guillory, Etta | Evangeline | Pr.—Grad. |
| Haile, Genie | Union | S. S.—1 |
| Haile, Myrtle | Pointe Coupée | Gr.—Grad. |
| Hale, Alma S. | Ouachita | Lang. 3—2 |
| Hamberlin, John | St. Helena | H S.—B. |
| Hamilton, Lula | Grant | Gr. 2—3 |
| Hamiter, Aline | Webster | H. S.—C. |
| Hammett, Ellie F. | Natchitoches | Pr. 1—3 |
| Hammett, Frances | Natchitoches | Pr. 1—3 |
| Hammett, Galloway | Natchitoches | H. S.—10a |
| Hanley, Agnes | Natchitoches | S. S.—1 |
| Hargrove, Loreen B. | Natchitoches | M. S. 3—3 |
| Harelson, Bessie | East Baton Rouge | Ho. Ec.—Grad. |
| Harley, Agnes | De Soto | S. S.—2 |
| Harmon, Jennie | Calcasieu | Pr. 2—2 |
| Harper, Cora Lee | Avoyelles | Pr. 2—2 |
| Harper, Nattie Lee | Morehouse | S. S.—2 |
| Harris, Anne J. | Mississippi | Pr.—Grad. |
| Harris, Fontie Belle | Claiborne | Pr. 2—2 |
| Harris, Gertrude | De Soto | S. S.—1 |
| Harris, Irene | Red River | S. S.—2 |
| Harris, Milner | Claiborne | Pr. 2—2 |
| Harris, Mittie Annie | De Soto | Un. 1—2 |
| Harris, Vivian | Natchitoches | Pr. 2—3 |
| Harrison, Bertie E. | Grant | S. S.—2 |
| Hart, Esther Nemp | Natchitoches | M. A.—Grad. |
| Hart, Mary Gertrude | Concordia | H. Eng. 2—2 |
| Harvey, Irving | Vernon | S. S.—2 |
| Harvey, Massia | Vernon | S. S.—2 |
| Harvey, Pearle | West Feliciana | Gr. 2—1 |
| Harvill, Elvie | Webster | S. S.—1 |
| Harvill, Shirley | Webster | S. S.—1 |
| Hawkins, Heloise | Natchitoches | Un. 1—1 |
| Hawkins, Mabel | Natchitoches | Un. 1—2 |
| Hawthorne, Beatrice | Caddo | M. S. 2—2 |
| Hawthorne, Ora | Caddo | S. S.—2 |
| Haynes, Allyne E. | Morehouse | Ru. Ed.—Grad. |
| Hays, Ora | Bienville | Gr. 1—2 |
| Heard, Alice Marshal | Avoyelles | Pr.—Grad. |
| Heard, Courtney | Avoyelles | M. S. 1—3 |

| NAME | PARISH | |
|-----------------------|------------------|---------------|
| Hearne, Thurla M. | Claiborne | H. Eng. 1—1 |
| Hearold, Eunice | Franklin | S. S.—2 |
| Heath, Lucille | Richland | S. S.—2 |
| Hebert, Hilda | Vermilion | Pr.—Grad. |
| Hebert, Lena | Iberville | Pr.—Grad. |
| Heck, Marie Elsie | West Baton Rouge | Pr.—Grad. |
| Hedges, Forest | Natchitoches | M. S. 1—3 |
| Heiderich, Mildred | Rapides | Gr.—Grad. |
| Helm, Mary | Avoyelles | Pr. 2—2 |
| Henry, Mary Marjorie | Natchitoches | M. A. 3—1 |
| Henry, Stella | Evangeline | S. S.—1 |
| Herring, Dottie | Rapides | Pr.—Grad. |
| Herring, Lottie | Rapides | Gr.—Grad. |
| Herring, Zelma | Rapides | H. S.—C. |
| Herron, Linda Lee | Caddo | H. S.—C. |
| Hicks, Annie | Bienville | S. S.—2 |
| Hightower, Ruth | Claiborne | Pr. 1—1 |
| Hill, Cornelia | Natchitoches | S. S.—1 |
| Hill, Eleanor Mary | Iberville | Gr.—Grad. |
| Hill, Lear | Rapides | Pr.—Grad. |
| Hill, Mildred | Natchitoches | M. A.—Grad. |
| Hill, Monte | Natchitoches | Gr. 1—1 |
| Hill, Norma | Natchitoches | M. A.—Grad. |
| Himel, Amelie | Lafourche | Un. 1—3 |
| Himel, Maud | Assumption | Gr. 2—3 |
| Himel, Ruth | Assumption | Gr. 2—3 |
| Himel, Mrs. O. F. | Natchitoches | Irreg. |
| Hinson, Lizzie | Vernon | S. S.—2 |
| Hoagland, Vera G. | Sabine | Un. 1—1 |
| Holcombe, Nell | East Feliciana | Pr. 2—2 |
| Holder, Henry | St. Landry | S. S.—1 |
| Holland, Juanita | St. Landry | Pr.—Grad. |
| Hollingsworth, Thelma | Natchitoches | H. S.—B. |
| Hollinshead, F. May | Avoyelles | Ho. Ec.—Grad. |
| Hollinshead, George | Avoyelles | H. Eng. 3—3 |
| Holloman, Sara | Rapides | Pr.—Grad. |
| Holly, Clara | Rapides | Lang.—Grad. |
| Holly, Clarence | Rapides | H. S.—C. |
| Holmes, Eunice | De Soto | Ru. Ed.—Grad. |
| Holt, Effie Leonora | Natchitoches | S. S.—2 |
| Hooker, Alvin Edward | Natchitoches | M. S. 3—2 |
| Hooker, Nellie Mae | Natchitoches | M. S.—Grad. |
| Hooper, Wilhelmina | Iberville | Un. 1—2 |
| Hopper, A. M. | Natchitoches | Un. 2—1 |

| NAME | PARISH | |
|-------------------------------|------------------|---------------|
| Hornor, Lois..... | West Carroll | H. S.—B. |
| Hornsby, Ida..... | Tensas | S. S.—1 |
| Hornsby, Ruby..... | Tensas | S. S.—2 |
| Hortman, Bessie..... | Webster | S. S.—2 |
| Hortman, Ora..... | Webster | S. S.—2 |
| Horton, Mary Glennie..... | Bienville | S. S.—2 |
| Hotard, Thelma..... | Terrebonne | Gr. 1—3 |
| Houeye, E. E. | Tangipahoa | Gr.—Grad. |
| Houston, Georgia..... | Winn | Pr.—Grad. |
| Howard, Annie Mae..... | Red River | Gr. 1—3 |
| Howard, Gracie..... | Red River | Ho. Ec.—Grad. |
| Howell, Georgia..... | Webster | S. S.—2 |
| Hudson, Birdie..... | La Salle | S. S.—1 |
| Hudson, Louise..... | Caddo | S. S.—1 |
| Huesmann, Henrietta..... | Avoyelles | M. S.—Grad. |
| Huff, Miss George..... | East Feliciana | H. Eng. 2—2 |
| Hughes, Annie..... | Winn | S. S.—2 |
| Hughes, Beatrice Lillian..... | Allen | Pr.—Grad. |
| Hughes, Bessie..... | Vernon | S. S.—2 |
| Humble, Florence..... | Rapides | Ho. Ec. 2—2 |
| Humble, Mary..... | Ouachita | H. Eng.—Grad. |
| Humphries, Dathna..... | Caldwell | Gr. 2—1 |
| Hunt, Eugene E..... | East Baton Rouge | Ru. Ed.—Grad. |
| Hunter, Addie..... | Natchitoches | S. S.—2 |
| Husbands, Thelma..... | Vernon | H. Eng. 1—2 |
| Hutchison, Margaret..... | De Soto | Pr. 2—3 |
| Iles, Lola..... | Beauregard | S. S.—2 |
| Ingersoll, Julia..... | Caddo | H. S.—10b |
| Ingram, Susie..... | Natchitoches | S. S.—2 |
| Irion, Annie A..... | Avoyelles | Un. 1—1 |
| Jackson, Emma Grace..... | Natchitoches | Pr. 1—2 |
| Jackson, Mrs. J. M..... | Sabine | So. Se. 3—2 |
| Jackson, La Vera..... | Calcasieu | Pr.—Grad. |
| Jacob, Lydia..... | Natchitoches | Pr. 1—2 |
| Jarveaux, Ruby..... | Terrebonne | H. S.—B. |
| Jefferson, Willie..... | Ouachita | Ho. Ec.—Grad. |
| Jenkins, Ruth E..... | Jefferson Davis | Ho. Ec.—Grad. |
| Johnson, Bertha..... | Ascension | Pr.—Grad. |
| Johnson, Corinne..... | Mississippi | Pr. 2—1 |
| Johnson, Eleanor Gray..... | Mississippi | M. S. 1—2 |
| Johnson, Emily..... | Rapides | S. S.—2 |
| Johnson, Eva Pauline..... | Avoyelles | Ho. Ec. 1—2 |
| Johnson, Nell J..... | Tangipahoa | Ho. Ec. 2—3 |

| NAME | PARISH | |
|------------------------------|-----------------------|---------------|
| Johnson, Pinkney..... | Rapides | H. S.—C. |
| Jones, Charlotte..... | Natchitoches | Un. 1—1 |
| Jones, Effie..... | Vernon | H. S.—9c |
| Jones, Ethel..... | Red River | S. S.—2 |
| Jones, Kathleen..... | Natchitoches | H. S.—B. |
| Jones, Kathleen..... | Lincoln | Pr. 2—1 |
| Jones, Katrina..... | Lincoln | Pr. 2—1 |
| Jones, Leafy Clyde..... | Caddo | Ho. Ec. 2—2 |
| Jones, Lena..... | Winn | S. S.—2 |
| Jones, Lillian Atkins..... | Claiborne | Pr.—Grad. |
| Jones, Lockett..... | Natchitoches | Ru. Ed. 1—2 |
| Jones, Mamie..... | Bienville | Ru. Ed. 1—2 |
| Jones, Mattie..... | Bienville | Pr. 2—2 |
| Jones, Ruth..... | Lincoln | Un. 1—3 |
| Jones, Willie Mae..... | Washington | Gr. 1—3 |
| Jordan, Beulah..... | Grant | Ru. Ed. 1—2 |
| Jordan, Irene..... | Madison | Ho. Ec. 1—2 |
| Jordan, Irvy..... | Sabine | S. S.—2 |
| Jordan, Lesa Payne..... | Natchitoches | H. Eng. 2—2 |
| Joyce, Irene..... | Natchitoches | S. S.—2 |
| Joyce, Lucille..... | Natchitoches | S. S.—2 |
| Kaffie, Rosalie Pearl..... | Natchitoches | H. S.—10b |
| Keep, Jessie L..... | Jefferson Davis | Un. 1—3 |
| Kees, Birdie..... | Rapides | Pr. 1—2 |
| Keller, Arthur G..... | Natchitoches | H. S.—C. |
| Keller, Elma..... | Iberville | H. Eng. 3—2 |
| Kelsoe, Sadie Elizabeth..... | Rapides | Pr.—Grad. |
| Kemper, Alice Caroline..... | St. Mary | Ho. Ec.—Grad. |
| Kendrick, Iler..... | Claiborne | S. S.—2 |
| Kendrick, Sadie..... | Catahoula | H. S.—10a |
| Kennedy, Alice..... | East Feliciana | S. S.—2 |
| Kennedy, Mabel..... | Acadia | Un. 2—1 |
| Kent, Mattie..... | Caddo | S. S.—2 |
| Key, Lizzie..... | Natchitoches | S. S.—1 |
| Killen, C. G..... | Natchitoches | M. S. 3—3 |
| Killingsworth, Dewey..... | Iberville | S. S.—1 |
| Kinard, Mattie..... | Mississippi | Pr. 2—2 |
| King, Alma..... | Bienville | Gr. 1—1 |
| King, Ida Lee..... | Caldwell | Pr. 1—2 |
| Kinman, Ida Hester..... | Lincoln | Pr. 1—2 |
| Kirkland, Lumora..... | Caldwell | S. S.—2 |
| Kirvin, Ruth..... | Red River | Gr.—Grad. |
| Klingman, Jennie A..... | Terrebonne | M. S. 3—2 |

| NAME | PARISH | |
|----------------------------|-----------------------|---------------|
| Klingman, Rebecca..... | Terrebonne | H. Eng. 2—3 |
| Knight, Mae..... | Vernon | S. S.—2 |
| Knighton, Ernie..... | Claiborne | Pr. 1—2 |
| Koonce, Jewel..... | Vernon | Pr. 1—1 |
| Kornmann, Della..... | Ouachita | Pr.—Grad. |
| Kranson, Richalieu..... | Natchitoches | H. Eng. 1—2 |
| Labat, Carrie M..... | Rapides | Gr.—Grad. |
| Lacour, Lillie..... | Avoyelles | Gr.—Grad. |
| Lacour, Marcie..... | Avoyelles | S. S.—2 |
| La Croix, Kate..... | Catahoula | S. S.—2 |
| La Croix, Lucy..... | Catahoula | Gr. 1—2 |
| Lafitte, Ethel..... | De Soto | Pr.—Grad. |
| Lafleur, Mrs. P. W..... | St. Landry..... | Un. 1—1 |
| Lamkin, Josie Bain..... | Jackson | Pr. 1—3 |
| Lamorandier, Gladys | St. Landry | Gr.—Grad. |
| Lancaster, Bess May..... | Grant | S. S.—2 |
| Lancaster, Helene Ida..... | Grant | S. S.—2 |
| Landers, Sybil..... | Claiborne | S. S.—2 |
| Landry, Irene M..... | Iberville | Pr.—Grad. |
| Landry, Kate..... | Lafourche | Pr.—Grad. |
| Landry, Lucille..... | St. James | Ru. Ed. 2—3 |
| Langla, Bernadette..... | Iberia | M. S.—Grad. |
| Lantrip, Dora B..... | Beauregard | S. S.—1 |
| Laprairee, Clovis..... | Rapides | S. S.—1 |
| Laprairee, Oliver..... | Rapides | S. S.—2 |
| Lasseigne, Zenaide | Lafourche | Pr.—Grad. |
| Latham, Lucille..... | Natchitoches | Pr.—Grad. |
| Laumann, Georgie..... | St. Landry | Gr. 2—1 |
| Laurence, Dorinda R..... | De Soto | Un. 1—1 |
| Laurent, Thelma..... | St. John | H. Eng.—Grad. |
| Lauve, Anita..... | Rapides | S. S.—2 |
| Laurents, Mrs. L. V..... | Jefferson Davis | Lang. 2—1 |
| Lawson, Grace E..... | Evangeline | S. S.—2 |
| Lawson, Lila..... | St. James | Pr.—Grad. |
| Lay, Clarice | Natchitoches | Un. 1—1 |
| Lay, Gladys | Natchitoches | S. S.—1 |
| Lay, Lillias..... | Natchitoches | S. S.—1 |
| Leake, Mel | West Feliciana | Pr.—Grad. |
| Leavines, Lorie..... | Beauregard | S. S.—2 |
| Le Blanc, Maude..... | Terrebonne | H. Eng.—Grad. |
| Lebo, Etheline..... | Natchitoches | Gr. 2—3 |
| Le Brun, May D..... | St. John | Gr.—Grad. |
| Ledbetter, Gladys M..... | Natchitoches | H. Eng. 1—2 |
| Le Doux, Sterling..... | Vermilion | M. S.—Grad. |

| NAME | PARISH | |
|-----------------------------|------------------------|---------------|
| Lee, Mrs. Clara Mae..... | Rapides | Lang. 1—3 |
| Lee, Dora Conrod..... | Iberia | H. Eng.—Grad. |
| Lee, Mildred Estelle..... | Natchitoches | H. S.—C. |
| Le Jeune, Addie A..... | West Baton Rouge | Pr. 1—2 |
| Le Jeune, Estelle M..... | Iberia | H. Eng. 3—3 |
| Lemoine, Thelma..... | Rapides | H. Eng. 1—3 |
| Levy, Delphine..... | Terrebonne | S. S.—2 |
| Levy, Doris..... | Assumption | Un. 2—2 |
| Levy, Leola..... | Natchitoches | Irreg. |
| Levy, Rose C..... | St. Mary | Gr.—Grad. |
| Lewis, Blanche..... | Claiborne | Pr.—Grad. |
| Lewis, Lucille..... | Grant | Pr. 3—1 |
| Lewis, Margaret..... | St. Landry | H. S.—10b |
| Lewis, Nelwynne..... | Texas | Pr.—Grad. |
| Lewis, Ruth..... | Bienville | M. A. 3—2 |
| Lewis, Willie Mae..... | Rapides | Gr. 1—2 |
| Lilly, Ada Mai..... | Morehouse | S. S.—2 |
| Little, Bessie Isabel..... | La Salle | S. S.—2 |
| Little, Zena..... | Winn | S. S.—2 |
| Lively, Mary..... | Caldwell | S. S.—1 |
| Lloyd, Edith Mae..... | Caddo | Un. 1—2 |
| Loe, Leona..... | Caddo | H. S.—B. |
| Long, Leota..... | Red River | Gr.—Grad. |
| Lorrio, Eva..... | St. John | S. S.—2 |
| Loupe, Inez..... | Pointe Coupée | Gr. 1—3 |
| Lovell, Nellie..... | Grant | S. S.—2 |
| Lyles, Bessie Lou..... | Avoyelles | Un. 1—1 |
| Lowrey, Bernice..... | Union | H. S.—B. |
| Lowrey, Lois..... | Union | Un. 1—3 |
| Lynch, Laura..... | Sabine | Gr. 1—2 |
| Lyons, Mary Lou..... | Acadia | S. S.—1 |
| McAdams, Effie Lee..... | Rapides | Ho. Ec.—Grad. |
| McCain, Eva Lou..... | Red River | S. S.—2 |
| McCall, Inez..... | Calcasieu | Ho. Ec.—Grad. |
| McCartney, Florence..... | East Feliciana | Pr. 1—3 |
| McClane, Edna Mildred..... | Mississippi | Pr. 2—2 |
| McClung, Cecil B..... | Natchitoches | M. S. 3—2 |
| McCollister, Mrs. L. D..... | Beauregard | Un. 2—2 |
| McCormick, Margaret..... | Orleans | Pr.—Grad. |
| McCoy, Johnnie D..... | Bienville | S. S.—1 |
| McCoy, Lillie..... | Caddo | S. S.—1 |
| McDermott, Maggie..... | Jefferson Davis | Gr. 2—2 |
| McDowell, Mary Austin..... | Jackson | H. S.—B. |

| NAME | PARISH | |
|-----------------------------|------------------------|---------------|
| McDuff, Ena..... | Franklin | S. S.—1 |
| McFerrin, Euna..... | Sabine | Ru. Ed. 2—3 |
| McGee, Amber..... | Red River | S. S.—1 |
| McGrew, Beatrice..... | East Baton Rouge | Pr.—Grad. |
| McHenry, Sophie..... | Vermilion | Pr.—Grad. |
| McIlwain, George L..... | Natchitoches | Ru. Ed. 3—2 |
| McInnis, Florence..... | Vernon | H. Eng. 2—3 |
| McKelvey, Lillian | Natchitoches | Un. 1—1 |
| McKnight, Bessie | East Feliciana | H. Eng.—Grad. |
| McLauchlin, Almeda..... | Catahoula | S. S.—2 |
| McLeish, Willia..... | Bossier | Pr.—Grad. |
| McMoy, Gertie..... | Union | S. S.—1 |
| McNair, Lovie | Franklin | Gr.—Grad. |
| McNeely, Martha..... | Orleans | H. Eng. 2—3 |
| McNeely, Mary Ellen..... | Sabine | Un. 1—2 |
| McQuaig, Marie..... | Natchitoches | Pr. 1—2 |
| Macher, Zelma..... | Winn | S. S.—2 |
| Maccomb, Mrs. Edna..... | Natchitoches | Irreg. |
| Madden, Jessie Neoma..... | Lincoln | S. S.—1 |
| Madden, Mabel | Lincoln | S. S.—2 |
| Magee, Winnie Ethel..... | Washington | Ho. Ec. 2—2 |
| Magness, Lou..... | Sabine | Un. 1—1 |
| Mahony, Eloise..... | East Baton Rouge | — |
| Malarcher, Noelle..... | St. James | H. Fr.—Grad. |
| Mallett, Jessie E..... | Jefferson Davis | Ho. Ec. 2—1 |
| Mandot, Cecile E..... | Orleans | Irreg. |
| Manning, John..... | Natchitoches | H. S.—C. |
| Marler, Mamie..... | Allen | Ho. Ec.—Grad. |
| Marston, Eudie..... | Red River | Pr.—Grad. |
| Martel, Maude..... | St. Mary | H. Lat.—Grad. |
| Martin, Agnes | Claiborne | Gr. 1—2 |
| Martin, Ethel..... | Bienville | Un. 1—1 |
| Martin, Ruth Lavinia..... | Bienville | Ho. Ec. 1—2 |
| Mason, Bertha | Morehouse | H. S.—B. |
| Mason, Emily..... | Morehouse | H Eng.—Grad. |
| Mason, Lonnie..... | Bienville | S. S.—2 |
| Materne, L. Augustus..... | Natchitoches | S. S.—2 |
| Mathews, Alfair Nettie..... | Winn | S. S.—2 |
| Mathis, Emma Etolle..... | Vernon | S. S.—2 |
| Mathis, Viola..... | Grant | Pr.—Grad. |
| Matthews, Eva..... | Webster | S. S.—2 |
| Matthews, Jessie..... | East Feliciana | Gr. 1—3 |
| Matthews, Sidney Bruce..... | Iberville | S. S.—1 |
| Mattison, Gertrude Ida..... | Beauregard | Pr.—Grad. |

| NAME | PARISH | |
|-------------------------|------------------|---------------|
| Maxwell, Effie | Grant | S. S.—2 |
| Mayer, Mathilde | St. Landry | S. S.—2 |
| Mayeux, Cecile | Avoyelles | Gr. 2—3 |
| Mayeux, Ezorde Agnes | Avoyelles | Un. 1—1 |
| Mayfield, Gussie | Arkansas | Gr. 1—3 |
| Mayo, J. O. | Catahoula | S. S.—2 |
| Mayo, J. R. | Union | S. S.—2 |
| Mayo, J. F. | Rapides | S. S.—2 |
| Mayo, Mrs. J. F. | Rapides | S. S.—2 |
| Meadors, Sarah Traylor | Claiborne | H. Eng. 1—3 |
| Mears, Lois | Tangipahoa | H. S.—C. |
| Mears, Ruth Evelyn | Tangipahoa | H. S.—C. |
| Melancon, Yolande Agnes | Iberia | Lang. 3—2 |
| Melton, Eloise | Claiborne | S. S.—2 |
| Mendoza, Flavia | Iberia | Ru. Ed. 1—3 |
| Mendoza, Theresa | Iberia | M. S.—Grad. |
| Mercer, May | Rapides | S. S.—2 |
| Mercier, Ruth | Avoyelles | Pr. 2—3 |
| Merrell, Hazel | Natchitoches | Pr.—Grad. |
| Merritt, Kathleen | Natchitoches | M. A. 2—1 |
| Merritt, Leslie | Acadia | Pr. 2—2 |
| Merritt, Mildred | Natchitoches | Pr. 2—1 |
| Metcalfe, Fannie | Jefferson Davis | Gr. 2—2 |
| Methvin, Addie | Natchitoches | S. S.—2 |
| Meyers, Blossom | Orleans | Pr.—Grad. |
| Meyers, Josephine | Orleans | H. S.—10c |
| Meynard, Marie Lelia | St. James | S. S.—1 |
| Michot, Belle | Avoyelles | S. S.—2 |
| Milburn, Ruth Leigh | Evangeline | Pr. 2—2 |
| Milburn, Sydney | Rapides | Pr. 2—2 |
| Miles, Lula I. | La Salle | S. S.—2 |
| Miller, Bessie Belle | Claiborne | Pr. 1—2 |
| Miller, Evelyn | Terrebonne | H. Eng.—Grad. |
| Miller, Ina | Webster | S. S.—1 |
| Miller, Linnie | St. James | S. S.—1 |
| Miller, Mary Bessie | Caddo | H. S.—10a |
| Millet, Marie Demise | St. John | H. Eng. 1—2 |
| Millican, Birtie E. | Grant | S. S.—1 |
| Mills, Mary M. | East Baton Rouge | Ru. Ed. 1—3 |
| Mims, Clara | Natchitoches | S. S.—1 |
| Mitchel, Annie | Caddo | S. S.—2 |
| Mitchell, Hilda | Caldwell | Gr. 1—2 |
| Mitchell, M. Alpha | Natchitoches | Ru. Ed. 1—2 |
| Mixon, Mary Lee | Natchitoches | H. S.—C. |

NAME

PARISH

| | | |
|-----------------------------|-----------------------|---------------|
| Moffett, Ollie..... | Natchitoches | M. A.—Grad. |
| Moncure, Nancy..... | Caddo | Lang.—Grad. |
| Monette, Anita..... | Madison | Pr. 1—3 |
| Monroe, Byron..... | Natchitoches | H. S.—C. |
| Monroe, Gladys | Rapides | Pr. 2—3 |
| Monroe, Jeannette..... | Calcasieu | Un. 1—1 |
| Montegut, Fleurange..... | St. John | Pr. 1—1 |
| Montgomery, Carrie..... | Natchitoches | Gr. 2—1 |
| Montgomery, Elmira..... | Madison | H. Eng. 3—1 |
| Montgomeryl, Florence..... | Catahoula | Ru. Ed. 2—2 |
| Montgomery, Jennie Mae..... | Bossier | H. S.—B. |
| Montgomery, Ruby D..... | Bossier | H. Eng. 1—2 |
| Montgomery, Thyra..... | Vermilion | Un. 1—2 |
| Moody, Mildred..... | Avoyelles | Pr. 1—2 |
| Moore, Gertrude..... | Sabine | H. Eng. 3—2 |
| Moore, Grace | Orleans | H. Eng. 3—2 |
| Moore, Mary..... | Claiborne | Lang. 2—3 |
| Moreland, Minnie..... | Baton Rouge | Ru. Ed.—Grad. |
| Moresi, Margaret..... | Iberia | Ho. Ec.—Grad. |
| Morgan, Clara..... | Tangipahoa | Ho. Ec. 2—2 |
| Morgan, Katy L..... | East Baton Rouge..... | Ho. Ec.—Grad. |
| Morgan, Vivian L..... | Ascension | Pr. 1—2 |
| Morrison, Martha | Pointe Coupée | H. Eng. 2—2 |
| Murphy, Eunice..... | Lincoln | Ru. Ed.—Grad. |
| Neck, Eleanor..... | Avoyelles | Un. 1—2 |
| Nelken, Sylvan W. | Natchitoches | Un. 1—3 |
| Nelson, Florence J..... | Caddo | Un. 1—1 |
| Newbig, Cornelia..... | Iberville | Pr. 1—3 |
| Newwirth, Lydia | Ouachita | Pr.—Grad. |
| New, Mary D..... | Tennessee | H. Eng. 2—2 |
| New, Nanna Mae..... | Bossier | Gr. 1—1 |
| Nichols, Evelyn..... | Natchitoches | S. S.—2 |
| Nogues, Marie..... | Iberville | H. Eng. 1—1 |
| Norman, Ruth..... | Claiborne | Pr.—Grad. |
| Norris, James A..... | Lincoln | M. S. 1—3 |
| Norris, T. Joel..... | Lincoln | Un. 1—3 |
| Norris, Wm. W..... | Lincoln | Un. 1—3 |
| Norsworthy, Maude..... | Morehouse | Gr. 2—1 |
| Norsworthy, Sudie..... | Natchitoches | S. S.—2 |
| Nugent, Cora..... | La Salle | S. S.—1 |
| Nugent, Eva..... | La Salle | S. S.—2 |
| Nugent, Nettie..... | La Salle | S. S.—1 |
| Nugent, Rebecca..... | La Salle | S. S.—2 |

| NAME | PARISH | |
|-----------------------------|------------------------|---------------|
| Nunez, Pauline..... | St. Bernard | H. Eng.—Grad. |
| Oakes, Ruby..... | Claiborne | Pr. 1—3 |
| O'Bannon, Ernestine..... | Claiborne | H. Eng. 2—2 |
| O'Bannon, Willie Mae..... | Claiborne | H. Eng. 1—2 |
| O'Brien, Una..... | St. Mary | Gr. 2—1 |
| Odom, Blanche..... | Rapides | Pr.—Grad. |
| Oliver, Clifflie..... | Natchitoches | Pr. 2—1 |
| Oden, De Loise Opal..... | La Salle | Irreg. |
| O'Neal, Velma..... | Lincoln | Gr.—Grad. |
| O'Niell, Mary Martha..... | St. Mary | H. Eng. 1—2 |
| O'Niell, Fannie..... | St. Mary | Pr.—Grad. |
| O'Niell, Lorena..... | St. Mary | Lang. 3—2 |
| O'Quinn, Grace Marie..... | Natchitoches | H. S.—B. |
| O'Quinn, Pearl..... | Avoyelles | Gr.—Grad. |
| Oschwald, Rose..... | Lafourche | Pr. 2—2 |
| Pace, Dot..... | Claiborne | So. Sc. 2—1 |
| Palmer, Honora..... | Caddo | Ru. Ed. 2—2 |
| Palmer, May..... | East Baton Rouge | M. A. 3—1 |
| Pardue, Lena..... | Lincoln | Gr. 1—2 |
| Parker, Gertrude Mae..... | Tangipahoa | Un. 1—2 |
| Parker, Mary Jane..... | Claiborne | Pr. 2—2 |
| Parker, Roberta G..... | East Carroll | Lang. 1—1 |
| Parnell, Hazel..... | Bienville | Un. 1—2 |
| Pate, Edna Maud..... | Bienville | H. Lat. 1—1 |
| Patrick, Sarah Frances..... | Sabine | Ho. Ec. 1—2 |
| Patton, Blanche..... | Claiborne | Ru. Ed. 2—1 |
| Patton, Laurice..... | Claiborne | S. S.—1 |
| Paul, Johnnie Belle..... | Sabine | H. Eng. 1—3 |
| Payne, John..... | Natchitoches | H. S.—B. |
| Peace, Pearle..... | Sabine | Ho. Ec. 1—2 |
| Pennington, Lola..... | Jefferson Davis | H. Eng. 2—2 |
| Perkins, Julia..... | Avoyelles | H. S.—B. |
| Perrett, Jeanne..... | St. John | Pr. 2—3 |
| Perret, Irma..... | St. John | Lang.—Grad. |
| Perrin, Noellie..... | St. James | S. S.—2 |
| Perry, Alma..... | Natchitoches | Pr.—Grad. |
| Perry, Mae..... | Ouachita | Ho. Ec. 1—3 |
| Perry, Minnie..... | Bienville | Pr. 2—2 |
| Pertuis, Vivian..... | Ascension | Gr.—Grad. |
| Peters, Kathleen F..... | Sabine | Pr.—Grad. |
| Peters, May..... | Winn | S. S.—1 |
| Peters, Olive Izetta..... | Natchitoches | Ho. Ec. 1—2 |

| NAME | PARISH | |
|------------------------|---------------|----------------|
| Pettis, John O. | Morehouse | M. S.—Grad. |
| Petty, Jewel | Bienville | Gr. 1—2 |
| Phillips, Anna | Claiborne | S. S.—2 |
| Phillips, Stella | Webster | H. Eng. 2—2 |
| Pickett, Verna | Caddo | S. S.—2 |
| Pierce, Bessie Mae | Caldwell | Ho. Ec.—Grad. |
| Pierce, Edith O. | Natchitoches | Ho. Ec.—Grad. |
| Pierce, Hazel | Calcasieu | S. S.—1 |
| Pierce, Iva Mae | Natchitoches | So. Sci.—Grad. |
| Pierson, Rachel | Natchitoches | H. S.—10a |
| Pitchford, Mildred | Caddo | S. S.—2 |
| Plant, Anna India | Webster | Un. 1—1 |
| Plauche, Nita | Rapides | Pr.—Grad. |
| Plummer, E. W. | Natchitoches | M. S. 3—3 |
| Polk, Clara | Caddo | Un. 1—2 |
| Pollard, Nettie | De Soto | S. S.—1 |
| Pollard, Spencer | Iberia | H. Eng.—Grad. |
| Poole, Cordie | Rapides | Pr.—Grad. |
| Poret, Geo. C. | Avoyelles | H. Eng.—Grad. |
| Porter, Blanchard | Natchitoches | H. S.—B. |
| Porter, Eola E. | Caddo | Ho. Ec. 3—2 |
| Posey, Ella Nora | Caddo | H. Eng. 1—2 |
| Pourciau, Elva | Pointe Coupée | H. Eng.—Grad. |
| Powell, Ellen | Rapides | Gr. 1—2 |
| Powell, Gladys | Webster | Gr. 2—2 |
| Powers, Anna Feltus | Mississippi | H. Eng. 1—2 |
| Powers, Ethel | Avoyelles | Ho. Ec.—Grad. |
| Powers, Maud | St. Helena | Gr. 1—1 |
| Pragst, Augusta | Natchitoches | Pr.—Grad. |
| Prejean, Agnes | Lafourche | Un. 1—1 |
| Preslar, Dewey | Richland | H. Eng. 2—3 |
| Prevost, Bernadette R. | Avoyelles | Pr. 1—3 |
| Price, Anna | Winn | S. S.—2 |
| Price, Myrtle Lee | Grant | Pr. 2—1 |
| Pringle, Clarice | Rapides | S. S.—1 |
| Pringle, Pearl | Rapides | Un. 1—1 |
| Provost, Oakley | De Soto | M. S.—Grad. |
| Puckett, Grace Estelle | Red River | Pr.—Grad. |
| Pullin, Eula | Natchitoches | S. S.—2 |
| Pullin, Lola | Natchitoches | S. S.—1 |
| Purnell, Grace | Madison | Ho. Ec.—Grad. |
| Purvis, Bettie | Grant | S. S.—1 |
| Purvis, Ethel | Grant | S. S.—1 |
| Pusey, Lillie | Tangipahoa | Gr.—Grad. |

| NAME | PARISH | |
|-----------------------------|--------------------|---------------|
| Pusey, Margaret | Tangipahoa | Gr.—Grad. |
| Rachal, Maylo Joseph..... | Avoyelles | Un. 1—2 |
| Radford, Nettie..... | Caddo | Ho. Ec. 1—2 |
| Rains, Willie..... | Natchitoches | S. S.—2 |
| Ramsey, Clara R..... | De Soto | H. Eng. 2—1 |
| Randolph, Ola..... | Acadia | S. S.—1 |
| Rasberry, Zanzie..... | Concordia | S. S.—2 |
| Ratcliffe, Nora Kate..... | Concordia | S. S.—2 |
| Rawls, Agnes..... | Red River | Ru. Ed.—Grad. |
| Rayburn, Mae..... | Vernon | S. S.—1 |
| Redfield, Katie..... | Franklin | S. S.—1 |
| Reding, Bessie..... | De Soto | Pr. 2—2 |
| Redmond, Ora Leigh..... | Madison | H. S.—B. |
| Reeder, Rubye..... | St. Tammany | Ho. Ec. 2—2 |
| Reid, Regina..... | East Carroll | Pr. 2—2 |
| Reilly, Emma Mae..... | Beauregard | S. S.—2 |
| Reimers, Jennie..... | Calcasieu | Pr.—Grad. |
| Reitzell, Elvissa..... | Caldwell | S. S.—2 |
| Rhodes, Rippy | De Soto | S. S.—1 |
| Rhodes, Susie..... | Jackson | Pr. 1—2 |
| Ricard, Clotilde A..... | Natchitoches | H. S.—C. |
| Ricard, F. J..... | Natchitoches | H. Fr.—Grad. |
| Rice, Kate..... | St. Landry | Pr. 2—2 |
| Richard, Georgette..... | Ascension | H. Eng.—Grad. |
| Richardson, Anita Lucy..... | Washington | S. S.—1 |
| Richardson, Mattie..... | Vermilion | H. Eng.—Grad. |
| Richardson, Myrtle | La Salle | S. S.—2 |
| Richardson, Willie..... | Washington | S. S.—1 |
| Richarme, Lillian..... | St. James | Pr.—Grad. |
| Richman, Faye..... | Caldwell | S. S.—1 |
| Richmond, Claudine..... | Lincoln | Pr. 2—3 |
| Riggs, Annie Ruth..... | Ouachita | Ho. Ec. 2—2 |
| Riggs, Vida | Iberia | H. Eng. 2—3 |
| Riordan, Etta..... | Union | Pr. 1—3 |
| Riser, Irma..... | Winn | Un. 1—2 |
| Rivet, Beulah..... | Iberville | S. S.—2 |
| Robards, Lillie..... | Livingston | Gr. 2—3 |
| Roberson, Mary Beulah..... | Claiborne | Un. 1—2 |
| Robert, Edward Bane..... | Avoyelles | Lang.—Grad. |
| Robert, Vernon..... | Avoyelles | H. Eng. 2—2 |
| Roberts, Margie..... | Rapides | H. S.—C. |
| Roberts, Miss Percy..... | Vernon | H. Eng. 2—2 |

| NAME | PARISH | |
|-----------------------|--------------|---------------|
| Robertson, Delta | Assumption | Lang. 2—1 |
| Robertson, Iris | Beauregard | Lang. 2—3 |
| Robertson, Lucy | Beauregard | M. S.—Grad. |
| Robertson, M. S. | Natchitoches | M. S. 3—2 |
| Robertson, Nettie Lee | Caddo | M. S. 2—2 |
| Robichaux, Nobia | Terrebonne | Pr.—Grad. |
| Robinson, Ethel | St. Tammany | H. S.—C. |
| Robinson, Lois | Livingston | S. S.—2 |
| Robinson, Mona | Franklin | S. S.—2 |
| Rodgers, Lessie | Grant | Ho. Ec. 2—1 |
| Rogers, Altha | Rapides | Gr.—Grad. |
| Rogers, Dula | Natchitoches | Gr.—Grad. |
| Rogers, Gladys H. | Natchitoches | Ru. Ed. 2—1 |
| Rogers, Lessie | Grant | Ho. Ec. 2—1 |
| Rogers, Lila | Natchitoches | Pr. 2—2 |
| Rogers, Lilly | Avoyelles | Gr.—Grad. |
| Rogers, Lucian | Natchitoches | M. S. 1—1 |
| Rogers, Mildred | Grant | Gr. 1—3 |
| Rogers, Ouida | De Soto | Ho. Ec. 1—2 |
| Rollins, Belle B. | Morehouse | S. S.—2 |
| Roquemore, Lola | Caddo | So. Sc. 2—3 |
| Rosecoe, Pearl | Ouachita | Pr. 2—1 |
| Rosedale, Lucille L. | Caddo | H. Eng. 1—3 |
| Rosier, Myrtilia | Grant | S. S.—2 |
| Roubieu, Fleta C. | Natchitoches | Pr. 1—2 |
| Rountree, Geneva | Concordia | Pr. 2—2 |
| Roy, Sanford R. | Natchitoches | H. Eng. 3—3 |
| Roy, Winnie | Natchitoches | Lang. 2—2 |
| Rozas, Walter A. | Evangeline | M. S. 3—3 |
| Rucker, Cora Lee | Tensas | S. S.—1 |
| Ruffin, Margaret | Ouachita | Un. 1—1 |
| Rusca, John Louis | Natchitoches | Ru. Ed. 3—2 |
| Russell, Dorothy | Ouachita | Lang. 2—3 |
| Russell, Lola Robert | De Soto | S. S.—1 |
| Russell, Lena | La Salle | S. S.—1 |
| Rust, Cecil | De Soto | H. Eng.—Grad. |
| Rutherford, Edith | Cameron | Lang.—Grad. |
| Salassi, Grace | Livingston | H. Eng.—Grad. |
| Sanders, Mary Alma | Natchitoches | H. S.—B. |
| Sanders, Ruby | Tangipahoa | Ho. Ec.—Grad. |
| Sandiferd, Grayce | La Salle | S. S.—2 |
| Satterley, Annie Lee | Caddo | Pr.—Grad. |
| Sawyer, Beatrice | St. Landry | S. S.—2 |

| NAME | PARISH | |
|-----------------------------|----------------------|---------------|
| Searborough, Clotilde..... | Natchitoches | Pr. 2—2 |
| Searborough, Mary Ola..... | Washington | S. S.—2 |
| Scharff, Fannie | Iberia | Pr. 1—3 |
| Schexnayder, Una | Iberia | H. Eng.—Grad. |
| Schilling, Christine..... | Tangipahoa | Ho. Ec.—Grad. |
| Schoenbrodt, Susanella..... | Webster | Pr. 1—2 |
| Schulze, Octave | Ouachita | H. Eng.—Grad. |
| Scogin, Cora Lee..... | Red River | S. S.—2 |
| Seals, Cleopatra..... | Claiborne | H. Eng. 2—2 |
| Self, Esther A..... | Natchitoches | Pr.—Grad. |
| Self, Lillie Rae..... | Vernon | S. S.—2 |
| Self, Mary Avery..... | Vernon | S. S.—2 |
| Self, Mollie..... | Vernon | S. S.—1 |
| Sellers, Ina..... | Natchitoches | H. S.—B. |
| Sellers, Thelma..... | St. Charles | H. S.—10a |
| Sevier, Nan Louise..... | Madison | Gr. 1—3 |
| Seward, Gladys | Mississippi | Ho. Ec. 2—3 |
| Shannon, Cleopatra..... | Orleans | Gr. 2—3 |
| Shaw, Sadie | St. James | S. S.—1 |
| Shelby, Iva..... | Bienville | Ru. Ed.—Grad. |
| Sheppard, Amy..... | La Salle | Ho. Ec.—Grad. |
| Shively, Eula | Bienville | Ru. Ed. 1—2 |
| Siess, Nelle..... | Avoyelles | Pr.—Grad. |
| Simmons, Gertie | Beauregard | Un. 1—2 |
| Simmons, Maude | Vernon | S. S.—2 |
| Simmons, William E..... | Washington | Ru. Ed. 3—2 |
| Simonton, Mary Belle..... | Ouachita | Gr. 1—2 |
| Sims, Fronie..... | Bienville | S. S.—1 |
| Sims, Laura Mattie..... | Natchitoches | Pr. 1—3 |
| Singleton, Rai..... | Natchitoches | Pr.—Grad. |
| Skinner, Alice..... | Sabine | S. S.—2 |
| Smelly, Ola..... | Jackson | Pr. 1—2 |
| Smiley, Celia..... | Vermilion | H. Eng. 2—1 |
| Smith, Annie..... | Rapides | Pr. 2—1 |
| Smith, Clara Mildred..... | Terrebonne | Gr.—Grad. |
| Smith, Daisy Lee..... | Bienville | Un. 1—1 |
| Smith, Eleanor..... | West Feliciana | Ho. Ec.—Grad. |
| Smith, Fannie..... | Tensas | Ho. Ec. 2—1 |
| Smith, Fred | Natchitoches | H. S.—B. |
| Smith, Gladys..... | De Soto | S. S.—1 |
| Smith, Helen | Lincoln | Ru. Ed. 2—2 |
| Smith, Herman..... | Morehouse | H. S.—C. |
| Smith, Karl C..... | Grant | Ru. Ed.—Grad. |
| Smith, Lizzie Dell..... | Caddo | Ru. Ed. 2—3 |

NAME

PARISH

| | | |
|---------------------------|------------------------|---------------|
| Smith, Maggie..... | Bienville | Pr.—Grad. |
| Smith, Mell..... | Bienville | Pr. 2—3 |
| Smith, Myrtle..... | Grant | Ho. Ec. 2—3 |
| Smith, Nellie L..... | Webster | S. S.—2 |
| Smith, Ola | Rapides | Pr. 2—1 |
| Smitha, Ruby..... | Tensas | Ho. Ec. 2—2 |
| Sompayrac, Irma..... | Natchitoches | Irreg. |
| Sompayrac, Lea..... | Natchitoches | II. S.—B. |
| Sones, Violet..... | Catahoula | S. S.—2 |
| SoRelle, Heloise..... | Sabine | Pr. 2—1 |
| South, Winifred..... | Natchitoches | H. S.—C. |
| Southern, Montrose..... | Claiborne | Pr.—Grad. |
| Speir, Elizabeth..... | Morehouse | M. S.—Grad. |
| Speir, Lee Otis..... | Morehouse | Un. 1—3 |
| Spurgeon, Annie | Vernon | S. S.—2 |
| St. Martin, Lucille..... | Terrebonne | H. Fr. 2—2 |
| St. Romain, Lula..... | West Baton Rouge | S. S.—2 |
| Stafford, Loula | Livingston | Un. 1—2 |
| Stafford, T. L..... | Washington | Ru. Ed. 1—2 |
| Stallings, Mae..... | Caldwell | Ho. Ec.—Grad. |
| Stalsby, Thelma..... | Rapides | H. Eng. 1—2 |
| Stansbury, Wealtha | Iberia | Ho. Ec. 1—2 |
| Stayton, Alma..... | Red River | Pr. 2—2 |
| Steinau, Alice..... | Claiborne | Pr. 2—2 |
| Stephens, Mrs. Janie..... | Natchitoches | S. S.—1 |
| Stephens, Myrtis | Red River | S. S.—2 |
| Sternfels, Maude..... | Assumption | Gr.—Grad. |
| Stewart, Marguerite..... | Natchitoches | M. S. 3—3 |
| Stewart, Minnie..... | De Soto | Gr. 1—1 |
| Stewart, Robie Dale..... | Bossier | H. Eng. 2—2 |
| Stewart, Zillah..... | Catahoula | S. S.—1 |
| Stinson, Elizabeth..... | Jackson | H. Eng. 2—2 |
| Stinson, Maxa | Jackson | Ho. Ec.—Grad. |
| Stinson, Milton H..... | Winn | Gr. 3—3 |
| Stinson, Nettie..... | Bienville | Gr. 1—3 |
| Stoker, Eva | Natchitoches | Pr.—Grad. |
| Stoker, Ruby..... | Natchitoches | H. Lat. 2—2 |
| Stothart, Mary..... | Red River | Un. 1—3 |
| Strange, Berdina..... | Natchitoches | H. S.—B. |
| Stringer, Alice..... | Vernon | So. Se. 2—3 |
| Stringer, Clemmy | Vernon | Ho. Ec. 1—2 |
| Strozier, Lizzie..... | Vernon | H. S.—B. |
| Sudduth, Alice..... | Evangeline | Gr.—Grad. |
| Suddath, Mrs. E. C..... | Natchitoches | H. S.—B. |

| NAME | PARISH | |
|-----------------------------|----------------------|---------------|
| Summers, Nancy..... | Livingston | Ho. Ec. 2—1 |
| Summers, Norma..... | Vermilion | H. S.—10a |
| Summers, Sarah L..... | Livingston | Gr. 2—2 |
| Sutton, Eula Jack..... | Bienville | S. S.—2 |
| Sutton, Lessie L..... | Winn | S. S.—1 |
| Swain, Edna..... | Rapides | Un. 1—2 |
| Swain, Ethel..... | Rapides | Pr. 2—2 |
| Swan, Edyth Edna..... | Mississippi | Un. 2—1 |
| Swanzy, Mildred | Texas | Un. 1—1 |
| Swayze, Esther..... | Catahoula | Ru. Ed. 2—2 |
| Swift, Clayton B..... | Red River | M. S. 3—2 |
| Sylvest, Mrs. L. T..... | Sabine | H. S.—10b |
| Tally, Minnie..... | Natchitoches | Irreg. |
| Tanner, Hattie Lee..... | Avoyelles | Gr.—Grad. |
| Tanner, Sally..... | Avoyelles | Pr. 1—2 |
| Tassin, Florence | Iberville | S. S.—1 |
| Tate, Louise..... | St. Landry | Pr. 2—2 |
| Tauzin, Ivy..... | Natchitoches | Irreg. |
| Tauzin, Mary Josephine..... | Natchitoches | H. Eng.—Grad. |
| Tauzin, Marzelie..... | Natchitoches | H. S.—10b |
| Taylor, Ennie Lou..... | Vernon | Pr. 1—1 |
| Teagle, Vesta..... | Grant | M. S. 2—1 |
| Teddle, Mattie..... | Grant | Un. 1—2 |
| Terral, Amanda..... | Winn | Gr.—Grad. |
| Terrel, Mary..... | Winn | Pr. 1—3 |
| Thaxton, Addie..... | Union | S. S.—1 |
| Thibodaux, Vivian M..... | Assumption | Pr. 1—2 |
| Thomas, Olive..... | Webster | Ho. Ec.—Grad. |
| Thomason, Hilda E..... | Richland | S. S.—2 |
| Thompson, Mrs. Allan..... | Vernon | Un. 1—1 |
| Thompson, Isabel Ida..... | Grant | S. S.—2 |
| Thompson, Madge..... | Ouachita | Un. 1—1 |
| Thornton, Lola..... | Vernon | H. Eng.—Grad. |
| Tillotson, Virgie..... | Jefferson | Gr.—Grad. |
| Tinsley, Vallie..... | Claiborne | Un. 1—1 |
| Tipton, Louella | Bienville | S. S.—2 |
| Todd, Robert | Morehouse | Gr.—Grad. |
| Tooke, Annie Mae..... | Claiborne | Ru. Ed. 2—2 |
| Tooke, Mildred | Bienville | Gr.—Grad. |
| Tooraen, Lillie..... | West Feliciana | Gr. 2—1 |
| Torrey, Ophelia..... | Catahoula | S. S.—2 |
| Toups, Ida Marie..... | Lafourche | Pr. 1—2 |
| Trichel, Adeline Marie..... | Natchitoches | H. S.—C. |

ROSTER OF STUDENTS

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| NAME | PARISH | |
|--------------------------|-----------------------|---------------|
| Trichel, May..... | Natchitoches | H. S.—B. |
| Trichel, Virgil..... | Red River | S. S.—2 |
| Troth, Ruth Evelyn..... | East Baton Rouge..... | Ru. Ed. 2—2 |
| Trott, Allie Bell..... | Bienville | S. S.—1 |
| Truxillo, Margaret..... | Assumption | Un. 1—2 |
| Tubre, Beaumont..... | Caldwell | M. S.—Grad. |
| Tucker, Meddie..... | Sabine | H. Fr. 2—2 |
| Tullos, Hattie Mae..... | Rapides | Un. 2—2 |
| Turner, Grace..... | Franklin | S. S.—2 |
| Turner, Harry..... | Avoyelles | S. S.—2 |
| Varnado, Annie M..... | Tangipahoa | M. S. 3—2 |
| Vaughn, Etta..... | West Feliciana | Pr. 2—2 |
| Vaughn, Hattie Ruth..... | Caddo | Gr.—Grad. |
| Vaughn, Hazel..... | West Feliciana | Pr. 2—2 |
| Vidrine, Lillian..... | Allen | Pr.—Grad. |
| Vienne, Merle..... | Natchitoches | Un. 1—1 |
| Vines, Emma..... | Sabine | S. S.—2 |
| Vines, Lizzie..... | Sabine | Un. 2—1 |
| Wade, Mae..... | Rapides | Gr. 1—2 |
| Wagley, Clara..... | Natchitoches | Pr. 2—3 |
| Wagner, Alice..... | De Soto | Pr. 1—1 |
| Waites, Mary Helen..... | Natchitoches | H. S.—10a |
| Walker, Ola..... | Grant | S. S.—2 |
| Walker, Ora Lou..... | Claiborne | Gr. 2—1 |
| Ward, Annie D..... | Madison | Ho. Ec. 1—3 |
| Ward, Bessie Lee..... | Beauregard | Gr.—Grad. |
| Warde, Genevieve..... | Avoyelles | Gr. 2—2 |
| Washburn, Esther..... | Grant | Gr. 3—2 |
| Washburn, Ruth..... | Ouachita | M. A.—Grad. |
| Wasson, Eula May..... | Winn | Pr. 1—3 |
| Wasson, Kate..... | Winn | Gr.—Grad. |
| Watson, Allen..... | East Feliciana | Pr. 1—3 |
| Watson, Beatrice..... | East Feliciana | H. Eng.—Grad. |
| Watson, Ellen..... | Bienville | M. S. 2—1 |
| Watson, Willie | East Feliciana | Pr. 2—1 |
| Watts, Julia..... | Iberia | M. S. 2—1 |
| Weaver, Burton D..... | Caddo | Ru. Ed. 2—2 |
| Weaver, May..... | Natchitoches | Un. 1—1 |
| Webb, Eulalia | Ascension | Pr.—Grad. |
| Webb, Fannie..... | East Feliciana | Gr. 2—1 |
| Webb, Joe..... | Natchitoches | H. S.—B. |
| Webb, Johnnie..... | East Feliciana | Un. 1—3 |
| Weber, Katie Lee..... | De Soto | Gr. 2—1 |

| NAME | PARISH | |
|-----------------------------|------------------------|---------------|
| Webre, Lorraine..... | St. John | H. Eng. 2—3 |
| Webre, Maude Marie..... | Lafourche | Pr.—Grad. |
| Welch, Ima..... | Natchitoches | Pr.—Grad. |
| Weldon, Annie..... | Natchitoches | Pr. 2—2 |
| Weldon, Bertha..... | Natchitoches | Ho. Ec. 1—1 |
| West, Mamye..... | Avoyelles | Pr. 2—2 |
| West, Roy T..... | Grant | S. S.—2 |
| Westermann, Marguerite..... | Jefferson | Pr. 1—2 |
| Whatley, Lois..... | La Salle | Ho. Ec.—Grad. |
| White, Bessie..... | Winn | S. S.—2 |
| White, Gladys C. | Bienville | S. S.—2 |
| White, Ivy..... | West Baton Rouge | Pr.—Grad. |
| White, Mattie Irene..... | Bienville | S. S.—2 |
| White, Nell Sadie..... | Concordia | Un. 1—2 |
| Whittle, Undine..... | Tangipahoa | Gr. 1—1 |
| Whittington, Blanche..... | East Carroll | Gr. 2—2 |
| Wileox, Stella..... | De Soto | H. Eng. 2—2 |
| Williams, Blanche..... | De Soto | Gr. 2—1 |
| Williams, Claudie..... | Bienville | S. S.—2 |
| Williams, Edna..... | Sabine | Gr.—Grad. |
| Williams, Ethel..... | Natchitoches | Un. 2—3 |
| Williams, May..... | Calcasieu | Pr. 2—1 |
| Williams, R. E..... | Caddo | H. Eng. 3—3 |
| Williams, Ruth..... | Sabine | Ho. Ec.—Grad. |
| Williams, Sadie..... | Tangipahoa | H. Eng. 2—3 |
| Williamson, Annabelle..... | Calcasieu | H. Lat.—Grad. |
| Williamson, Caro..... | Natchitoches | Lang.—Grad. |
| Willis, Gussie..... | Webster | H. Eng. 2—1 |
| Wilson, Dottie E..... | La Salle | S. S.—2 |
| Wilson, Irma..... | Rapides | Un. 2—2 |
| Wilson, P. E..... | Sabine | Un. 1—3 |
| Windes, Juanita..... | Ouachita | Lang. 1—2 |
| Winfree, Mildred..... | Vernon | Pr. 2—1 |
| Wingo, Myrtie..... | Red River | S. S.—2 |
| Winn, Samuel Willie..... | Natchitoches | H. Eng. 2—2 |
| Winn, Tallie Odies..... | Natchitoches | S. S.—1 |
| Wise, Elgin..... | Rapides | H. S.—C. |
| Wise, Lucy..... | Webster | S. S.—1 |
| Witty, Pocahontas..... | Iberville | Un. 1—1 |
| Woodard, Ethel..... | Bienville | S. S.—1 |
| Woodard, Lottie Scott..... | Bienville | Ru. Ed. 2—2 |
| Woodfolk, Margaret E..... | Iberville | S. S.—1 |
| Wright, Mary..... | Arkansas | Un. 2—1 |
| Wynn, Bettie Sue..... | Bienville | Gr. 2—2 |

| NAME | PARISH | |
|---------------------------|-----------------------|---------------|
| Yantis, Elda..... | Jefferson Davis | H. Eng. 2—2 |
| Yantis, Mary..... | Jefferson Davis | Gr.—Grad. |
| Young, Eva Mae..... | Morehouse | Gr. 2—2 |
| Young, Frances V..... | Rapides | Pr. 3—2 |
| Young, James Alvah..... | St. Landry | Ru. Ed.—Grad. |
| Young, Linda Lillian..... | Natchitoches | H. S.—B. |
| Young, Virginia..... | Rapides | H. Lat.—Grad. |
| Youngblood, Ina D..... | Beauregard | Gr. 2—2 |
| Zenor, Mollie..... | St. Mary | H. S.—C. |
| Zimmermann, Garnett..... | Natchitoches | Gr. 3—2 |

Enrollment in Normal Department, 1,250.

TRAINING SCHOOL ROLL

| | |
|-----------------------|-----------------------|
| Aaron, Donald | Bateman, Aswell |
| Aaron, Gallion | Baxley, Lavinia |
| Aaron, Julius | Bedsole, Willie |
| Aaron, Lucy Elizabeth | Berry, Abie |
| Aaron, Morris | Berry, Dixie |
| Ackel, Adele | Berry, Dorothy |
| Ackel, Bolus | Berry, Lee |
| Ackel, Emile | Berry, Lester |
| Ackel, John | Berry, William |
| Ackel, Mary | Birdwell, Lennie Gray |
| Adams, De Witt | Black, Johnnie |
| Adams, Edward | Blanchard, Carey |
| Adams, Julius | Bludworth, Ettie |
| Aertker, Florence | Boyd, Bert |
| Alexander, Delphine | Boyd, Clyde |
| Alexander, James | Boyd, Gladys |
| Alexander, Jane | Boydston, Caro |
| Alfred, Carrie Lee | Boydston, Jack |
| Allbritton, Amelie | Boydston, Lucile |
| Allbritton, Hargrove | Boydston, Robert |
| Allbritton, J. D. | Breedlove, Faith |
| Allday, Evelyn | Brett, Doris |
| Allen, Hortense | Brett, Jesse |
| Baggette, Laura Belle | Brett, Laurice |
| Baker, Cornelia | Brett, Maud Ethel |
| Baker, Garnett | Bridges, David |
| Baker, John Fletcher | Bridges, Gladys |
| Barlow, Clytie | Brimberry, Lola |

| | |
|---------------------|-----------------------|
| Brosset, Amédé | Cooley, Colvin |
| Brosset, Amy | Couvillion, Augustus |
| Brosset, Frances | Couvillion, Roy |
| Brosset, Sudie | Cox, Ellie |
| Brouillette, Mabel | Cox, Sarah |
| Brouillette, Shelby | Cox, Vera |
| Browne, Marguerite | Crawford, Clinton |
| Brown, Wayman | Crawford, Dorothy |
| Bruno, Joe | Crawford, Vivian |
| Bruno, Josephine | Crawley, Clinton |
| Bryant, Mattie | Crawley, John |
| Bufkin, Travis | Crossett, Orlando |
| Bumgartner, Dorst | Crow, Mack |
| Bustin, Sattie | Crow, Tennie |
| Butler, Jessie | Cuculich, Marjorie |
| Butler, Pearl | Cunningham, Blanchard |
| Byrd, Addie | Cunningham, Jo-Jo |
| Cagle, Eva | Currie, Milton |
| Cagle, Tom | Currie, Roy |
| Carroll, Annette | Darby, Marjory |
| Carroll, Dorothy | Davidson, Mary Alta |
| Caspari, Addie | Davies, Carrell |
| Clark, Ada Belle | Davis, Edwin |
| Clark, Charles | Davis, Elsie |
| Clark, Christopher | Davis, Hazel |
| Clark, Elizabeth | Davis, Ruth |
| Clark, Lyle | Dean, Mabel |
| Clark, Ray | Dearing, Marjory |
| Clark, Rosa | Dearing, Zinra |
| Clark, Sam | DeBlieux, Gracia |
| Clemons, Bessie | DeBlieux, Jeff |
| Clemons, Chauncey | DeBlieux, Lotis |
| Clemons, Ernest | DeBlieux, Valery |
| Clemons, Eva | Desadier, Ellie |
| Clemons, Gordon | Desadier, James Scott |
| Cobb, Herbert | Desadier, Lena |
| Coker, John | Desadier, Lillie |
| Coker, William | Dey, Jessie |
| Coleman, Edna | Dezendorf, Alberta |
| Coleman, Iola | Dezendorf, Edward |
| Coleman, Morris | Dezendorf, Robert |
| Collins, Thelma | Dezendorf, Willie |
| Cook, Ann | Dowden, Bessie |
| Cook, Helen | Dowden, Edna |
| Cook, Sadie | Dowden, Edward |

Dowden, Grant
 Dowden, Hugh
 Dowden, James
 Dowden, Lease
 Dowden, Ruth
 DuBois, Oma
 Dufresne, Elvira
 Elzey, John
 Enloe, Bessie
 Enloe, Lee
 Enloe, Magnolia
 Enloe, W. B.
 Farley, Hermon
 Farley, Irmanie
 Fillette, Sigsmond
 Firmin, Stella
 Ford, Addie
 Ford, Frances
 Ford, Lucile
 Ford, Mamie
 Ford, Marie
 Franklin, Ione
 Franklin, Lula
 Franklin, Selmon
 Frederick, Titus
 Freeman, Ashton
 Frey, Annie B.
 Frey, Clotilde
 Frey, Lory
 Funderburk, Berly
 Furniss, Frances
 Futrell, Ethel
 Futrell, Harry
 Futrell, Lillian
 Futrell, Lillie
 Futrell, Lorena
 Futrell, Loretta
 Gainey, Viola
 Gainey, Willie
 Gallion, Lillian
 Gallion, Merrell
 Gallion, Z. T.
 Gardner, Barney
 Gay, Lawrence
 Gilchrist, Bryant

Glaser, Freddie Lee
 Glass, Frank
 Glover, Henry
 Glover, Hugh
 Glover, Sydney
 Greene, Annie
 Green, Edith
 Green, Hazel
 Green, Houston
 Green, Howard
 Green, Milford
 Greer, Jesse
 Gunter, Gordon
 Gunter, J. O.
 Hagewood, Lillian
 Hagewood, Willie
 Hailey, Rayford
 Hall, Gladys
 Hall, Peachie
 Hammett, Eldred
 Hammett, Ernest
 Hammett, Gladys
 Hammett, Mamie
 Hammett, Olive
 Hargis, Arnold
 Hargis, Goode
 Harkness, Sallie
 Harper, Clarence
 Harper, Laura
 Hatfield, Mary
 Hathorne, Harriet
 Hathorne, Keet
 Haynes, Mary
 Haynes, Maud
 Hays, Burris
 Hazzard, Frances
 Helmke, Claire
 Hendrick, Verona
 Hernandez, Ella
 Hernandez, Travelia
 Hicks, Argerine
 Hicks, Christine
 Hicks, Luellen
 Hilborne, Doris
 Hill, Emma Jean

| | |
|------------------------|-------------------|
| Hill, Sam | Jordan, Buster |
| Hill, Wallace | Jordan, Camelia |
| Hines, Alpha | Jordan, Edgar |
| Hines, May | Jordan, Henry |
| Hines, Ruth | Jordan, Jared |
| Holman, Fannie | Jordan, Mamie |
| Holmes, Halsell | Jordan, Pauline |
| Hopper, Jack | Jordan, Willie |
| Huddleston, Dollie Mae | Keegan, J. E. |
| Huddleston, Dennis | Keegan, Kearney |
| Huddleston, Edgar | Keller, Leah |
| Huddleston, Elbert | Kelly, Hugh |
| Hudson, Lawrence | Kelly, James |
| Hudson, Mildred | Kelly, Jessie |
| Hunter, Addie | Kelly, Leslie |
| Hyams, Gaiennie | Kemp, Louise |
| Hyams, Henry M. | Kolb, Bennie |
| Hyams, John | Lacaze, Eva |
| Hymel, Marie | Lacaze, Joseph |
| Ingersoll, Julia | Lacaze, Moses |
| Jackson, Aylean | Laurents, Rose |
| Jackson, Lee | LeBlanc, Hilda |
| Jackson, Mamie | Le Cour, Mattie |
| Jeter, Lee | Lee, Helen |
| Jeter, Pearl | Lee, Ruth |
| Johnson, Annobia | Lemoine, Clarence |
| Johnson, Daisy | Lemoine, Floyd |
| Johnson, Emily | Lemoine, Gussie |
| Johnson, Eva Kate | Lemoine, L. D. |
| Johnson, Stephen | Levy, Kathleen |
| Johnson, Violet | Lindsay, Aline |
| Johnson, Willis | Lindsay, Alma |
| Johnson, Yvonne | Lowery, Carrie |
| Jones, Arual | Lowery, Isaac |
| Jones, Beatrice | Maggio, Rosalie |
| Jones, Effie | Mann, Myrtis |
| Jones, Ernestine | Manning, Earl |
| Jones, Lucille | Massey, Allegra |
| Jones, Lynn | Materne, Mabel |
| Jones, Madeline | Matthews, Carl |
| Jones, Mary | Mays, Hardy |
| Jones, Maude | Mays, Hugh |
| Jones, Otis | Mays, Sara Helen |
| Jones, Milford | McAdams, Ernest |
| Jones, Violet | McAdams, Irma |

McAdams, Robert
 McBride, Columbus
 McBride, Mazie
 McBride, Rosalie
 McBride, Sadie
 McClellan, Edward
 McClellan, Lee
 McCoquodale, Felton
 McCoquodale, Lucy Belle
 McCurdy, Amelia
 McFerren, J. B.
 McFerren, Manly
 McLaurin, Hilda
 McNaughton, Cleo
 McNeeley, Preston
 McQuaig, Elmo
 McQuaig, Louise
 McQuaig, Willie Lee
 MeTyre, Henry
 Meek, Dameron
 Meek, Myrtle
 Meek, Vernon
 Merritt, Dorothy
 Minter, Josephine
 Mixon, John
 Mixon, Ruth
 Mobley, Hugh
 Mobley, Jewel
 Moody, Lillian
 Moody, Pauline
 Murphy, Ben Robert
 Murphy, Dorothy
 Murphy, Minnie May
 Murphy, Regina
 Myers, Anita
 Nardine, Emile
 Nealy, Preston
 Neilson, Adelaide
 Nelson, Vera
 Nesom, Inez
 Nichols, Evelyn
 Normal, Elsie
 Norvel, Eunice
 Norvel, Julius
 Norwood, Ellie

Oden, Fannie
 Ogburn, Archie
 Oliver, Charles
 Oliver, Lynn
 Oliver, Neal
 Oliver, Nonie
 Oliver, Norman
 Oliver, Raymond
 Oliver, Sam
 O'Quinn, Clara
 Owens, Jack
 Owens, Katherine
 Pardue, Marie
 Pardue, Susie
 Pardue, Theodore
 Pardue, Verna
 Payne, Edward
 Payne, John
 Perot, Julia
 Perot, Mair
 Peters, Herschel
 Peterson, Ella
 Pharis, Annie May
 Pharis, Esther
 Pharis, Gallion
 Pharis, Gertrude
 Pharis, Grace
 Pharis, Harry
 Pharis, Ruby Lee
 Pierson, Ava
 Pierson, Jennie
 Pierson, Tom
 Prather, Mary Elizabeth
 Preslar, Carrie Lee
 Price, Joseph
 Ragan, Effie
 Rains, Georgie
 Rains, Nonie
 Rains, Willie
 Reed, Carson
 Reed, Mary
 Richie, Bonnie
 Robert, Jewel
 Robert, John
 Robertson, Jo.

| | |
|-------------------------|---------------------|
| Rogers, Pauline | Smith, Antoinette |
| Rosier, Irma | Smith, Fred |
| Roy, Elgin | Smith, George |
| Roy, Ethel | Smith, Louise |
| Roy, Evalina | Smith, Lucia |
| Roy, Louise | Smith, Mary |
| Roy, Overton | Smith, Sadie Dee |
| Roy, V. L., Jr. | Smith, Taylor |
| Russ, Elizabeth | Smith, Vera |
| Sanders, Carye | Somerville, Blanche |
| Sandlin, Murphy | Somerville, Cyrene |
| Sawyer, Cora | Spivy, Sherburne |
| Scanlon, Odessa | Stacey, Leila |
| Scarborough, A. B. | Stacey, Zeona |
| Scarborough, Dottie Dee | St. Amant, Augusta |
| Scarborough, Luther | St. Amant, Fred |
| Scarborough, Truett | Starling, Alla Maie |
| Schoenberger, Esther | Stephens, J. T. |
| Scott, George Thomas | Stephens, Mabel |
| Scott, Herbert | Stephens, Mary |
| Scott, Joseph | Stewart, Ida Ruth |
| Scott, Mary | Strange, Berdina |
| Scott, Ray | Stringfellow, Helen |
| Scott, Velma | Suddath, Harry |
| Scott, William | Sullivan, Jessie |
| Seabaugh, Christine | Sullivan, Blanche |
| Seabaugh, Margaret | Sutton, Bryant |
| Sellers, Ina | Sutton, Myrtle |
| Shehane, Barney | Tauzin, Ernest |
| Shepard, Arthur | Tauzin, Leo |
| Shepard, Blossom | Tauzin, Marzelie |
| Sibley, Cecil | Tauzin, Mildred |
| Sibley, Edrie | Tauzin, Milton |
| Sibley, Faye | Terry, Elsie Mae |
| Sibley, Retha | Terry, J. W. |
| Sibley, S. T. | Terry, Tom |
| Sibley, T. J. | Terry, Vera |
| Sibley, Vivian | Terry, Willie |
| Sims, Allon | Thomas, Bessie |
| Sims, Louise | Thomas, Elsie |
| Sims, Mary | Thompson, Beatrice |
| Smeadly, Albert | Thompson, Eric |
| Smeadly, Ernest | Thompson, Kendrick |
| Smith, Allen | Thompson, Seville |
| Smith, Annie Bee | Thornton, Grace |

| | |
|--------------------|---------------------|
| Thornton, Mart | Wallett, Lelia |
| Trichel, Clara | Walters, Marelda |
| Trichel, George | Ward, Robert |
| Trichel, May | Weaver, A. D. |
| Trisler, Birdie | Weaver, Belva |
| Trisler, George | Weaver, Otto |
| Turner, Mary | Weaver, Sterling |
| Turner, Selby | Weaver, Vey |
| Turner, Thomas | Weldon, Juanita |
| Turpin, Cora | Wheelis, Neola |
| Turpin, Harry | Wheelis, Roy |
| Turpin, James | Wheelis, Tom |
| Vail, Mary | Whisenhunt, Roy |
| Vial, Inez | White, Gladys |
| Wailes, Cleora | White, Leila |
| Wailes, James | White, Nannie |
| Wailes, Joseph | Williams, Evelyn |
| Wailes, Julian | Williams, Helen |
| Wailes, Philip | Williams, J. H. |
| Wailes, Sammie | Williams, R. B. |
| Walker, Annie Mae | Williams, Whitfield |
| Walker, Cynthia | Winbarg, Harold |
| Walker, Gladys | Winbarg, Lewis |
| Walker, S. P. | Young, Johnnie |
| Walker, Sallie Mae | Young, Le Roy |
| Walker, W. A. | Young, Lillian |
| Wallace, Jack | Youngblood, Flossie |
| Wallace, Sidney | Zimmerman, Alma |
| Wallett, Julia | Zimmerman, Bertha |

Enrollment in practice school:

| | |
|-------------|-----|
| Boys | 257 |
| Girls | 311 |
| Total | 568 |

Enrollment in all departments:

| | |
|--------------|-------|
| Male | 349 |
| Female | 1,458 |
| Total | 1,807 |

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EVERY STUDENT IS REQUIRED TO PRESENT
THESE CERTIFICATES

HEALTH CERTIFICATE

(To be filled out and signed by the parish health officer or a responsible practicing physician.)

This certifies that_____

of_____, La., is known to me personally;
and,

1. That __he is free from consumption and other contagious diseases.
2. That __he has no deformity such as would interfere with_____ usefulness or success as a teacher.
3. That __he has not been exposed within fifteen days to typhoid, yellow or scarlet fever, diphtheria, smallpox, measles, or other contagious diseases; and,
4. That __he is at this day in good health.

(Signed)_____, M. D.

_____, La., _____, 191---

CHARACTER CERTIFICATE

To the State Normal School, Natchitoches, La.:

This certifies that_____

of_____, La., is personally known to me.

and that I recommend_____ as a person of good character worthy of being admitted to the Normal School to prepare _____self for the office of teacher.

(Signed)_____

Parish Superintendent.

_____, La., _____, 191---

Applicants not known to the Superintendent may have their certificates signed by the President of the School Board, President of Police Jury, Sheriff, Clerk, or Judge.

